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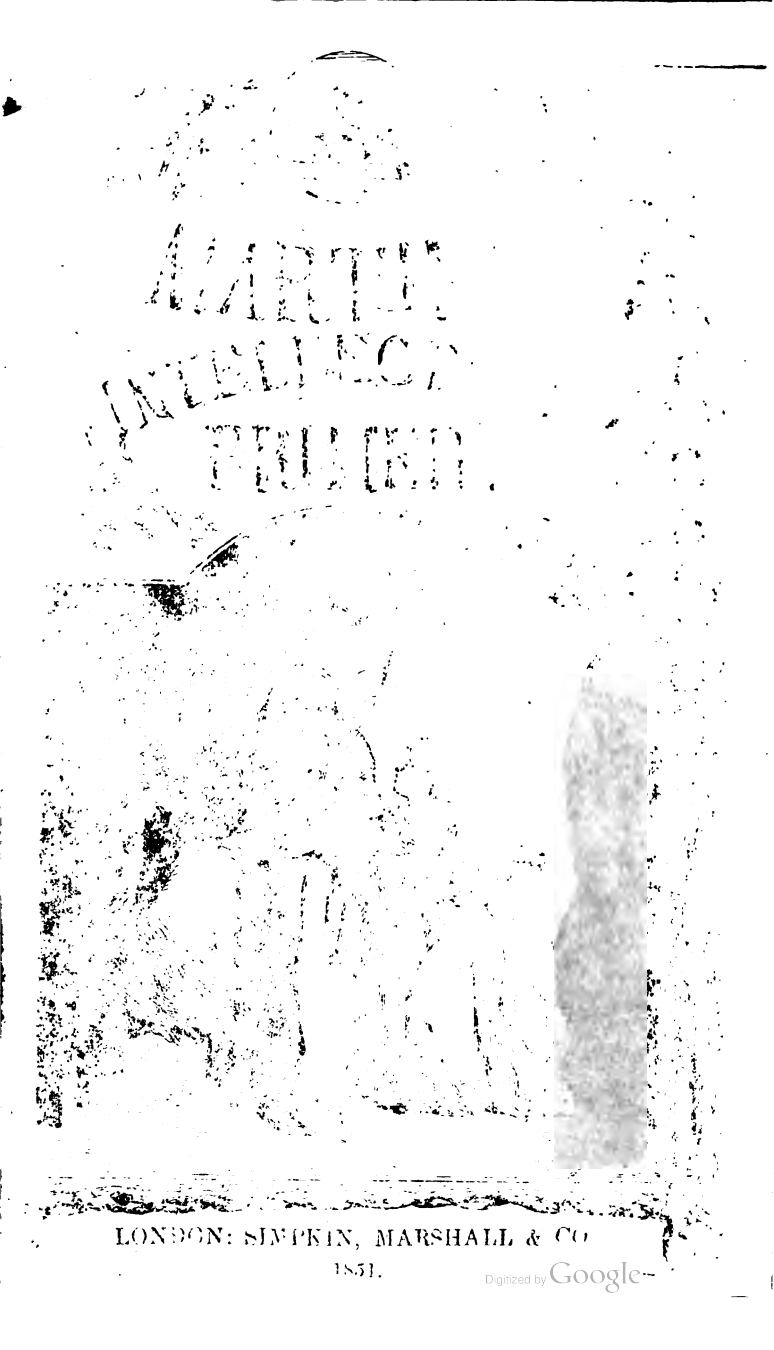

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PREFACE.

THE DESIGN of the series of elementary works, comprising a PRIMER, SPELLING BOOK, and READER, is that of teaching the *English Language grammatically and comprehensively*, and the object of the *Intellectual Primer*, which here forms the first volume, is to teach the *rudiments of the art of reading by a progressive and systematic method*, and, at the same time, to inform the Infant mind with *useful* and *interesting knowledge*, so as to make learning to read a *pleasure* instead of a *pain*.

This introductory volume consists of upwards of two hundred different subjects, illustrated by more than one hundred engravings, and includes lessons in SPELLING and in READING, principally in WORDS OF ONE SYLLABLE. The spelling lessons are constructed upon an original plan, especially adapted to facilitate the pupil's progress. They are divided into PHONIC SPELLING and EXERCISES IN SPELLING. The former secures the correct pronunciation of every letter and word according to the established rules of modern ortheopy, and the latter secures the practical knowledge and application of all those words which, as signs of ideas, fall within the sphere of a child's intuition or mental perception.

INTELLECTUAL INSTRUCTION.—The part of the volume which more strictly refers to intellectual, is that which opens the child's mind to the OBJECTS OF NATURE—the USE OF ITS SENSES—and affords him an acquaintance with THE THINGS OF EVERY-DAY LIFE; as to the idea of teaching the art of reading without spelling, every practical teacher knows this to be *impossible*.

In the perusal of the several lessons, the teacher will find many repetitions, not so much of things as of words, this has been done

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designedly, and with the object of exercising the child's eye and speech to a familiar acquaintance with the appearance and sound of words. The ILLUSTRATIONS are not merely inserted to catch the eye, but to afford real information to the mind, by representing the object under description.

RELIGIOUS INSTRUCTION.—In a work so purely elementary, there could be but little scope for the subject-matter of RELIGIOUS INSTRUCTION; but the Author has felt it to be his duty to lose no opportunity of propounding the great truths of religion, as he believes that no education can be either safe or complete without RELIGION forms its fundamental feature; he has, therefore, throughout the whole series of his works, considered the development and expansion of the Intellectual faculties as merely subsidiary to the training of the Religious and Moral affections in "Faith and Duty" to God, and Charity to all mankind.

THE POETRY.—This is for the most part composed by the Author, and embraces some subjects of essential importance to the child's spiritual progress. It was very difficult indeed to find pieces especially adapted for the object he had in view, viz., —to serve as *reading lessons*, and, at the same time, be fit for *committing to memory*; but he trusts he has, in some degree, obviated this difficulty.

In conclusion, the Author would suggest to the teacher, the propriety of testing by interrogations at every step, the gradual progress of his pupil, to let nothing go unexplained, and to suffer no lesson to pass not thoroughly understood.

WILLIAM MARTIN.

RICHMOND, OCT. 25, 1850.

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TABLE OF CONTENTS.

SECTION I.

1. The Alphabet.
2. Spelling and Reading in Words of Two Letters.
3. Monosyllables of Three Letters.
4. Diphthongs.
5. Reading Lessons in Words of Three Letters.

SECTION II.

1. Words of Four Letters.
2. Words of Five Letters.
3. Verbs, Adverbs, Pronouns, and Conjunctions.
4. Progressive Reading Lessons, in Words of Four and Five Letters. Natural Phenomena. Birds, Beasts, Fishes, and Worms. Man and his Senses. The Use of the Senses, etc.

SECTION III.

1. Words concerning the Things of Every Day Life, the Arts, etc.
2. Compound Substantives.
3. Progressive Reading Lessons upon Common Objects. The Arts of Life and Domestic Use.
4. The Seasons:—Spring, Summer, Autumn, and Winter.
5. The Bible and what it Teaches us.
6. Prayer and Praise. The Lord's Prayer, &c.

SECTION IV.

Religious Poetry.

1. Pity, Lord, a Little Child.	William Martin.
2. God Careth for Me.	Ibid.
3. God's Glory and Mercy.	Ibid.
4. A Saviour's Love.	Ibid.
5. Lord, Teach a Little Child to Pray.	Ibid.
6. Early will I Seek Thee.	Ibid.
7. Brotherly Love.	Ibid.
8. Obedience.	J. Taylor.
9. Duty.	Re-Written.
10. Little Faults.	William Martin.

Miscellaneous Poetry.

Love.—The Mill.—The Ship.—The Plough.—The Balloon.—Steam.—The Blacksmith.—The Tinker.—The Brazier.—The Pavior.—The Cobbler.—The Woodman.—The Ploughman.—The Sailor.—The Good Natured Ant.—To the Robin.

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KEY.

TABLE OF THE SIMPLE AND DIPHTHONGAL VOWELS REFERRED TO BY THE FIGURES OVER THE SPELLING LESSONS IN THIS WORK.

1. å. The long slender English *a*, as in fåte, på-per.
2. å. The long Italian *a*, as in fär, fä-ther, pa-pä.
3. å. The broad German *a*, as in fåll, wåll, wå-ter.
4. å. The short sound of the Italian *a*, as in fåt, måt, mår-ry.
5. å. The short sound of broad *a*, like long broad *o*, as in wåd, wån-der.

1. è. The long *e*, as in mè, hère, mè-tre.
2. è. The short *e*, as in mèt, lèt.

1. ì. The long diphthongal *i*, as in pìne, tì-tle.
2. ì. The short simple *i*, as in pìn, tìt-tle.

1. ò. The long open *o*, as in nò, nòte, nò-tice.
2. ò. The long close *o*, as in mòve, pròve.
3. ò. The long broad *o*, as in nòr, fòr, òr, like broad *a*.
4. ò. The short broad *o*, as in nòt, hòt, gòt.
5. ò. The short sound of close *o*, as in gòod, wòlf.

1. ù. The long diphthongal *u*, as in tùbe, Cù-pid.
2. ù. The short simple *u*, as in tùb, cùp, sùp.
3. ù. The middle or obtuse *u*, as in bùll, fùll, pùll.
4. ú. The long obtuse *u*, as in rúle, trúe.

òì. The long broad *o* and the short *i*, as in òìl, pòìnt.
òù. The long broad *o* and the short *u*, as in thòù, pòùnd.

th. The acute or sharp *th*, as in thin, think.
TH. The grave or flat *th*, as in THIS, THAT.

c, with a comma under it, thus, ç, is the soft c, and has the sound of *s*, as in viçe.

g, with a comma under it, thus, ģ, is the soft g, and has the sound of *j*, as in ģibe.

s, with a comma under it, thus, ș, is the flat buzzing s, and has the sound of *z*, as in roșe.

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THE ALPHABET,

CLASSIFIED ACCORDING TO THE FORMS OF THE LETTERS.

CLASS I.

Letters composed of Horizontal and Perpendicular Lines.

I E F L T H

CLASS II.

Letters Composed of Perpendicular and Inclined Lines.

A K M N V W

X Y Z

CLASS III.

Letters composed of Perpendicular and Curved Lines.

B P R D

CLASS IV.

Letters composed of Curved Lines.

C G O Q S U J

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Small Letters resembling the Large Letters.

i m n u j v p c k

o s w x y s

Letters which do not resemble the Large Letters.

a e q b r g d h

t f l

The Alphabet classified according to the Organs of Speech.

Vowel Sounds, or Throat Sounds. — Aspirate.

Aa Ee Ii Oo Uu Yy Hh

Labials, or Lip Sounds.

Bb Ff Vv Pp Ww

Nasals, or Nose Sounds.

Mm Nn ng

soft. — Dentals, or Teeth Sounds. — soft.

Çç Dd Tt Ss Zz Ģģ Jj

Gutturals.

hard. — hard.

Cc Qq Gg Kk

Palatals.

Ll Rr Xx

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PHONIC SPELLING LESSON.

TABLE I.—EIGHT LESSONS.

Sounds of the Vowels

a	e	i	o	u	y & w
1 ay	1 he	1 in	1 do	1 tu	1 ye
2 ah	1 me	1 if	1 no	2 us	1 go
3 all	1 ye	1 it	1 lo	2 up	1 wo
4 as	1 we	1 is	1 wo	2 un	1 we
1 at	2 eh	1 in	3 or	2 us	1 ly
4 an	2 en	1 if	2 ox	2 up	1 ye
4 am	2 eh	1 it	2 on	2 un	2 my

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PROGRESSIVE READING LESSONS.

SECTION I.

Let the learner be taught to distinguish the following words at sight, without spelling them.

THREE LESSONS.

as	be	by	to	of	it
on	an	am	is	me	by
my	up	we	he	in	so

SECTION II.

OF AN OX.

EIGHT LESSONS.

It is an ox.	Is it an ox.
Go up to it.	I go to it.
Am I to go.	He is to go.
We go to it.	So do I go.
Go on to it.	Go up by it.
He is by me.	Is it my ox.
Am I to go.	Oh no! ah me!
Do as we do.	Oh wo to us.

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PHONIC SPELLING.

TABLE II.—FORTY LESSONS.

Monosyllables of Three Letters, being the Roots and prefixes to Words. Words commencing with Consonants.

1	2	3	4	1
Bay	bar	ball	cat	fee
nay	mar	call	bat	see
day	car	wall	hat	tee
gay	far	hall	fat	lee
2	1	3	4	2
met	pin	nor	not	tub
set	kin	for	hot	rub
get	win	tor	pot	dub
pet	din	dor	rot	cub
4	2	2	2	2
fog	sit	tar	bur	pen
sop	lip	par	hum	let
nod	fig	lar	rug	ten
box	pit	jar	sum	peg
4	2	2	2	2
mob	fin	rig	jut	ken
jog	pig	win	rum	men
bog	sin	gin	bun	web
sot	wig	dig	run	wen

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4	4	4	4	4
bad	pat	cap	not	dot
mat	tap	lag	hog	GOD
can	dam	man	rob	lop
ran	rat	sat	bog	rod
bat	had	tan	lop	log
mad	lax	rag	dog	pop

2	2	2	2	2
big	rub	beg	hut	beg
dip	bud	hen	sup	leg
kit	dug	net	mug	pet
hip	cup	sex	gun	let
rim	but	bet	sum	men
tin	pun	keg	tub	wet

Words commencing with Vowels.

4	4	4	1	3
abb	ant	axe	eve	eft
act	and	aye	eke	egg
add	ape	ask	ere	elm
aye	ate	ant	ene	end

(Diphthongs).

1	2	1	1	1
ice	ill	ore	oar	ear
ide	imp	ope	oak	eat
ire	ink	old	oat	eek
isle	inn	owe	owe	eel

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PHONIC SPELLING.

TABLE III.—TWELVE LESSONS.

Words of Two Syllables, principally of Two Letters, each syllable being the Prefix or Termination of Words (accented on the first).

1 2	1 2	1 2	1 4
To ry	di et	ha zy	bi as
va ry	do zy	ho ly	di al
ti ny	du ly	la dy	fi at
wa vy	du ty	ea sy	so fa
za ny	fu ry	li on	vi al
ju ry	bo ny	do zy	ga la

1 2	1 2	2 2	4 2
po em	on ly	ex it	al um
zi on	po et	ev er	ax is
li en	ea sy	en vy	ru by
pu ny	po sy	ar my	ru in
ri ot	ox en	in to	ac id
ro sy	ti ny	ed dy	ac rid

Accented on the second.

1 1	1 2	4 1	4 2
re ly	du et	al ly	a ver
de ny	e mit	a go	a las
de fy	o mit	a way	a far
es py	a men	a wry	a miss

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TABLE IV.—TEN LESSONS.

Diphthongs in Words of Three Letters. Proper Diphthongs; both Vowels sounded.

Awl	awn	oil	our	out
boy	haw	jew	now	sow
bow	hew	joy	paw	say
daw	how	kew	pew	toy
dew	hoy	law	raw	yaw
few	jaw	mew	saw	yew
caw	cow	lay	eye	awe

Improper Diphthongs. One Vowel sounded.

Aid	due	key	oat	say
ail	ear	ley	owe	sea
aim	eat	lea	own	see
air	eel	lie	pay	sow
bay	fee	low	pea	sue
bee	foe	may	pie	tea
bow	day	now	ray	tie
buy	kay	nay	roe	toe
day	hie	oaf	row	too
die	hue	oak	rue	vie
doe	jay	oar	rye	woo

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EXERCISES IN SPELLING.

THIRTY LESSONS.

Principal Nouns of Natural Objects, of the Mineral, Vegetable, and Animal Kingdoms, and from the Arts of Life, with the principal Verbs, Adjectives, Adverbs and Conjunctions, in Words of Three Letters; being Exercises on the Phonic Lessons of Three Letters. To be said also *at sight* without spelling.

Principal Nouns of Natural Objects.

Sun	sea	air	sky	ice
ore	bog	fen	pit	dew

Principal Nouns of the Vegetable Kingdom.

ash	pod	rye	moss	nut
elm	bay	box	hop	pip
oak	yew	pea	bud	fig
fir	oat	hay	sap	bog

Principal Nouns of the Animal Kingdom.

bee	hog	hen	sow	eel
cat	rat	ram	nag	man
dog	kid	cod	pup	ass
pig	cow	owl	fox	fly

Principal Nouns of Common Things from the Arts of Life.

pin	tub	top	key	bat
hat	cup	ink	rug	rod
mat	bed	oil	peg	jar
pan	box	bag	cap	net

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Principal Verbs.

act	die	hum	owe	tap
aid	eat	jam	own	toy
are	end	jog	pay	tug
beg	ebb	jut	ply	try
bid	fly	kill	rap	tell
buy	fan	kiss	rob	use
cry	fit	lay	run	vie
call	get	lie	sit	vex
coo	hit	lop	set	vow
cut	hew	mix	saw	was
dig	hie	nod	sup	win
dab	hop	nib	tan	yell

Principal Articles, Adjectives, Pronouns, Conjunctions, and Adverbs.

new	sad	mad	him	for
old	bad	dun	her	now
wet	fat	dull	our	was
dry	wry	raw	nor	few
tall	wan	who	the	oft
dim	red	she	but	ere
full	sly	you	yet	aye
low	hot	thy	and	yes

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READING LESSONS.

IN WORDS OF THREE LETTERS.

GOD CAN SEE ME.

I can not see God, but he can see me. Day by day I am fed by God.

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He can tell all I do, and all I say. The law of God is to do no sin.

DO NO SIN.

May I do no sin, for the way of sin is a bad way.

O God let me do Thy will, let thy eye be on me. If I am led by God I can do no sin.

HOW DO YOU DO?

How do you do, ma-ma? How do you do, pa-pa? How is Ma-ry? Do you go out to day, ma-ma? If you do, let me go, too! Let us go out. Let us all go out in the air. Ma-ma and Pa-pa, do you go? Put on my hat. Now we are off.

THE SUN AND THE SKY.

The sun is in the sky. It is day. I can see the sun by day, in the sky. The sun is very hot, so is the air, if the sun be up.

DO NOT GO TOO FAR.

Do not let us go too far, for it may be wet. We will go as far as we can.

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Let us sit on the sod. No, it will not do to sit on the sod, it is not dry.

SUN-SET.

The sun has set in the sea. The sea and the sky are red. The air is not hot now. The dew is on the sod. It is the eve of the day. Now I may go to bed.

GO TO BED.

Ma-ry will put me to bed. I do not cry if I am put to bed. Put on a cap? No, I do not lie in a cap; I will tell you why,—a cap is not fit to lie in, it is too hot. Bye, bye.

DO NOT LIE IN BED.

I do not lie in bed if the sun be up. I get up to see the sun get up. It is la-zy to lie in bed if the sun be in the sky.

THE BOG AND FEN.

A bog and a fen are wet. A bog is not so wet as a fen. A bog is full of mud. If I put my leg in a bog, the mud will get on it.

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THE FOG.

I can not see for the fog. I do not see the sky, nor the trees. I can not see my way. The sun is dim; and oh! how red it is! Get on to the inn, if you can, for you can sit in it till the fog goes off.

THE TEA-POT.

Put the tea in the pot; now put the tea out of the pot in-to my cup. I can sip my tea if it be not ve-ry hot. I put my lips to the rim of the cup. If I put a bit of bun in, it will be sop.

PEN AND INK.

It is a new pen. May I dip it in the ink? No you can not use pen and ink yet. I will try to use my pen bye and bye. Till I can use my pen, I will put it in my box.

BAT AND BALL.

See my new bat! Do you see my new ball, too? How the ball will fly if I hit it! Now do you see it roll?

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My bat is an ash bat. Ma-ma, get me my bat and ball.

TEN PINS.

Pa-pa, did you get the ten pins for me? Yes, I did. Why did you do so? You do as you are bid, do you not? Now put all up. All are up now. My ball can hit the big one. See! see! I have hit one, two.

THE COW ON THE HILL.

Did you see the cow? It ran up the hill. A dog was set on it by a boy. I saw it toss the dog in the air. The boy got out of the way.

THE ASS IN THE BIN.

An ass got at the oats in the bin. How he did eat! A pig got in, too. The ass did not let the pig eat the oats, so the pig got at the peas. The ass got out. The pig eat till it was too big to get out.

THE NAG IN THE GIG.

Put the nag in the gig, and let us go out. Let the pup go too. Now

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get in, pup. You can sit by me. Do not say bow! wow! or you can not go. Now we are off. Now we go up the hill. Do not hit the nag as we go up the hill. If you say, "Gee-up!" he will go ve-ry well. If you say, "Wo!" he will not go on.

THE OLD MAN.

An old man is by the yew tree. He can not see. His eyes are dim. He is led by a boy. Do not pass him by, but ask him how he is. He is full of woe. Bid him not be sad. It is the will of God. We are to bow to the will of God.

THE FLY.

If a fly get in my eye, I do not cry; no, I sit still till it can be got out. The fly did not try to get in my eye, so I will not say it is a bad fly. I will let it get on the rim of my cup, if I am at tea, and sip as I do.

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THE FLY IN THE WEB.

Oh me! the fly is in the web; It has got him by the arm and leg. He can not get out. Can I get him out? I will try. I can cut the web. Now fly! Fly off, if you can!

HEN AND EGGS.

Hens lay eggs for us to eat. I can eat two eggs. We do not eat an egg raw. Put it in the egg cup. Tap it on the top. Is it hot? You are to eat it hot.

PUSS, SIT BY ME.

How do you do, puss? You may sit by me. You may get on the arm of the so-fa. Why do you purr so? You can not lap tea. Can you eat a bit of ham? If you can, you may.

THE PUP.

Our dog has a pup. She had six, but now she has but one. We call him, "Bob." He says "bow, wow,

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wow!" to the cat. The cat runs up the tree. The pup can not run up the tree.

THE PIG.

A pig eats all the day. I saw one eat till he was so fat he did not get up on his legs, but was in the sty all day. He was fed on peas to make him fat. He was too fat for me to eat.

THE SOW.

In a sty by the old fat hog was a sow. She was not so fat as the hog. She had ten pigs. She had a bed of hay for her pigs to lie on. I saw her pigs run in and out of the hay.

THE DOG.

My dog is not a pup now. He is a big dog. He will put up his paws and beg for a bit to eat. If I say, "sit up!" to him, he sits up on his legs. If I say "beg!" to him, he wags his paws, and he is fed. He will do as I bid him.

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EXERCISES IN SPELLING.

TABLE VI.—TWENTY-FIVE LESSONS.

The Principal Nouns of Natural Objects, and of the Mineral, Vegetable, and Animal Kingdoms, with Abstract Nouns and the Principal Verbs; being Exercises on the Phonic Lessons in Words of Four and Five Letters.

Principal Nouns in the Mineral Kingdom.

Gold	dust	talc	chalk	rock
lead	earth	tile	glass	quartz
zinc	loam	stone	rust	coal
salt	steel	mould	dross	slate
sand	grit	shell	mire	coke
lime	marl	sand	clay	flint

Principal Nouns of Natural Objects.

Rain	fire	light	wind	spark
mist	heat	east	wave	smoke
snow	tide	west	peak	flash
hoar	shell	north	breeze	vale
frost	mead	south	cave	land
hail	stream	heath	nook	lake
field	flood	dell	cloud	star
plain	moor	glen	storm	pond
cape	dale	wood	gale	shore

Principal Nouns of the Vegetable Kingdom.

Larch	peel	seed	weed	pear
birch	peach	bark	shrub	plum
broom	sloe	root	clove	tare
heath	bean	trunk	beech	furze
palm	mint	hemp	pine	rice
teak	peat	thyme	cress	mace

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rose	corn	pith	grass	sage
pink	grain	husk	kelp	malt
leaf	chaff	bush	reed	fern
twig	balm	thorn	crop	flax
stalk	wheat	plant	vine	cork
branch	bloom	rush	date	beet

Nouns from the Animal Kingdom.

Horse	steer	grouse	shark	whelk
sheep	swine	quail	perch	pearl
goat	stoat	teal	roach	worm
stag	hare	coot	chub	toad
hind	mole	crow	sprat	slug
fawn	swan	reeve	smelt	snail
calf	hawk	ruff	sole	wasp
lynx	goose	hern	bream	leech
wolf	duck	kite	brill	gnat
bear	cock	shrike	seal	frog
lamb	drake	drake	smelt	snake
boa	wren	rook	plaice	sponge
mouse	dove	pike	jack	drone
whale	thrush	trout	shad	moth
sloth	stork	dace	crab	leech
foal	lark	carp	prawn	grub

Abstract Nouns.

Love	soul	bliss	pain	hate
hope	mind	truth	fear	craft
faith	life	fame	ease	vice
peace	death	time	wrath	wealth

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TABLE VII.—TWENTY-FIVE LESSONS.

The principal Verbs, with words expressing the Appearances, Motions, and Sounds of Things, also, Adjectives and Adverbs, Pronouns and Conjunctions; in words of Four and Five Letters.

Principal Verbs of Four Letters.

Ache	dine	have	leap	pane
burn	case	haul	left	peep
chat	flay	jeer	make	pick
chew	flag	jest	mark	quit
clap	flee	joke	melt	quiz
claw	gape	kick	mend	quell
cloy	gasp	keep	nick	quaff
club	give	knit	numb	romp
daub	gone	know	ooze	reap
dare	halt	lock	oust	sink
deal	hang	lash	pant	tear

Verbs expressing the Appearances, Actions, Motions and Sounds of Things, in Four, Five and Six Letters.

Beam	cluck	shout	choke	squall
gleam	peck	talk	chump	howl
glow	croak	sneeze	skull	whine
glare	chirp	cough	slide	yell
shine	grunt	sleep	clap	bray
soar	perch	snore	clench	low
wave	hear	kneel	climb	neigh
grow	feel	sing	sigh	purr
play	taste	dance	groan	snarl
twine	smell	thirst	frown	stare
twist	leap	drink	fawn	grin

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twirl	think	bite	flame	yelp
curl	laugh	chew	spout	gasp
chime	walk	kick	buzz	shriek
blink	ride	blaze	rush	bleat
glide	gape	wink	glow	plunge
swell	rise	blush	bark	seize
pant	stand	scratch	growl	snatch
snort	skip	touch	squeak	catch
crow	jump	prate	hiss	splash

Principal Adjectives.

Bald	crude	gray	lean	rare
blue	damp	hard	late	rash
brown	dark	harsh	loud	ripe
bold	deaf	high	least	rude
best	dear	hoar	meek	sage
calm	dumb	great	mild	large
coarse	fair	green	mute	plain
cool	firm	just	neat	proud
cross	fond	kind	nigh	quick
cold	glad	lank	pale	rare

Principal Adverbs, Pronouns, and Conjunctions.

Both	some	then	right	that
each	such	when	left	then
much	whom	next	wide	else
none	what	soon	near	when

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TABLE VIII.—NINE LESSONS.

Compound Substantives formed by the union of *Monosyllables of Three Letters* each, accented on the first.

Ant hill	fag got	off set
arm let	fir kin	out let
ash pit	foe man	peg top
bar man	gad fly	pig nut
bed rid	hap pen	pip pin
bob bin	hat box	pop gun
cab man	hog sty	pup pet
can did	hot bed	ram rod
can not	ink pot	sam son
cap tor	jam pot	saw mill
car boy	kit ten	saw pit
car rot	lap dog	sea son
cat sup	lap pet	sun day
cob web	mad cap	tar get
cot ton	mad man	tea cup
cow boy	mag got	tin man
dam son	mar row	tin pin
den net	mar tin	toll bar
don key	may fly	tom tit
ear wig	nap kin	yew tree
egg cup	nut tree	war den
eye lid	oak tree	web bed

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PROGRESSIVE READING LESSONS.

SECTION II.

The following Lessons are compounded from the foregoing Spelling Lessons, and their object is to teach the meaning of Simple Words by their proper use in a sentence. In Fourteen Lessons.

LESSON I.

The Article, Adjective, and Noun.

A sharp axe. A bald head. A brown loaf. A blue sky. A fast horse. A fine coach. A calm lake. A cool day. A damp house. A cross child. A dark night. A lame dog. A wide road. A long walk.

A quick step. A fierce look. A plain course.
A rare trick. A firm grasp. A tight hold.

LESSON II.

A good child	a harsh word	a grey beard
a hard stone	a great noise	a high pole
a hoar frost	a kind girl	a green tree
a just man	a late hour	a lank youth
a lean beast	a mute tongue	a meek child
a mild speech	a rash deed	a neat cot
a pale face	a sage speech	a ripe plum
a rude look	a glad heart	a wise thought

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LESSON III.

THE SAME, WITH WORDS OF TWO SYLLABLES, EACH SYLLABLE BEING OF ONE OR TWO LETTERS.

An i-dle boy. A true di-al.
A glass vi-al. An ea-sy chair.
A gay ga-la. A bold li-on.
A wild ri-ot. An i-cy pond.
An o-pen door. A sage ju-ry.
A bad o-men. A pu-ny child.
A ti-ny ba-by. A droll za-ny.

LESSON IV.

WITH THE VERB WITH THE NOUN.

The sun shines. The glow worm gleams. Birds soar in the air. The trees wave in the breeze. The boys are at play in the yard. Trees and plants grow. Hens cluck. Cocks crow. Sheep bleat. Oxen lowe. Cats squall and fight. Dogs bark and growl. Swine grunt. Wolves howl. Mice squeak. Frogs croak. Doves coo. Apes grin. Birds perch on trees. Fish swim in the sea. Toads crawl on the ground. Gnats and wasps sting. Horses prance, trot, and kick.

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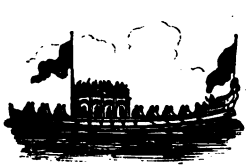
LESSON V.

With the Addition of the Adverb, Pronoun, and Conjunction, in relation to Natural Objects.

Rain, snow, and hail must come from the clouds. The wind blows from the east, the west, the north, and the south. Streams run through dells, glens, and woods. Grass grows in the fields and mea-dows. When storms rage, then floods pour down from the hills, and the brooks swell. The stars shine and gleam on a clear cold night.

LESSON VI.

Verbs,—Acting and Doing.



I can walk, run, skip, and jump. I gape and yawn when I am tired. I eat drink, and sleep well. I hear, see, taste, smell, and feel. I sneeze and cough when I have a cold. I can bear cold and heat. I feel pity for the poor. Men row the barge down the stream. Let me learn my task. I can rule my copy book. I defy bad men. My aim must be to do my duty.

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LESSON VII.

All the Parts of Speech.—Relating to Animals, etc.

The horse is the most use-ful of all beasts. The cow is also very use-ful to us. The young of the horse is call-ed a colt. Sheep are very meek beasts; they feed on grass, and are slain for food. The flesh of the cow is call-ed beef. The flesh of the sheep is call-ed mut-ton. A lamb is a young sheep. Stags are the males of the deer tribe. A hind is a fe-male deer. A young deer is call-ed a fawn.

LESSON VIII.

A calf is a young bull or cow. The lynx, bear, and wolf are beasts of prey. The sloth feeds on the leaves and twigs of trees. The mole lives under-ground on grubs. The hedge-hog is arm-ed with spikes. When he is touch-ed, he rolls him-self up in-to a ball. The ass is a very dull beast, but he works hard, and we should not beat or tease him.

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LESSON IX.

Relating to Birds and Fishes.

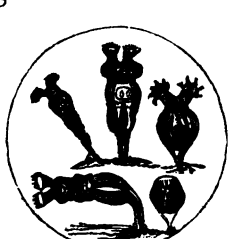
PELICAN.

Cocks and hens, ducks and geese, are found in the farm yard. Grouse and quail live in moors and marshes. Storks and he-rons are found on the banks of riv-ers. Crows and rooks build their nests on high trees. The lark sings a-bove the clouds. Dace, trout, carp, perch, bream, roach and chub are found in ponds or riv-ers. Sprats, soles, smelts, plaice, seals and brill, are found in the sea.

LESSON X.

Crabs and whelks are shell fish found in the sea. Toads, slugs, snails and snakes are found in dank damp places. Gnats, wasps, moths, and flies, fly in the air. Leeches are found in ponds. The grub is the first form of the moth. Some things that live are so small, that we can-not see them with the na-ked eye. We can see them through a glass. They are of many shapes, and some are very odd.

SLUG.



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LESSON XI.

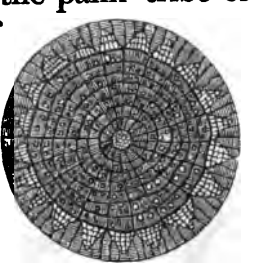
Relating to Trees, Shrubs, and Plants.

The larch is a kind of fir tree; so is the pine. The birch tree has a white bark. The broom is a very dark green shrub. The furze is a prickly shrub. The palm tree is a very tall tree. The teak tree is very large. Reeds and sedges grow in moist places. Mint, and sage, and thyme are gar-den herbs. The sloe grows on a bush in the hedges. The beet is a large root grown for the food of cows. The cork tree grows in Spain.

DATE PALM.

LESSON XII.

The date tree is one of the palm tribe of trees. Rice is a kind of grass, grown in warm parts of the world. Fern grows on heaths and in dells. Kelp grows on the sea shore. Sea weed is found in the sea. By the bark of a tree you may tell its age. Each ring you see in a stick when it is cut, counts for a year.



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LESSON XIII.

Earths, Stones, and Minerals.

Gold, and lead, and tin and zinc, are metals, and are dug out of the earth. Sand and lime make mortar. Iron or steel is made into knives, forks, nails, screws, and many other things. Slate and tiles are put on the roof of a house to keep the wet out. Bricks are made of clay. Stone is dug out of the earth. Some kinds of sand are made into glass. Some flints have strange forms, as are shown in the cut.

LESSON XIV.

Miscellaneous.

Coral is found in the sea. It grows up in the form of rocks. Silex or flint is seen in stones. Salt is dug out of the earth, and comes from salt mines. Coal is dug out of the earth, and comes from coal mines. Peat is dug from the top of the earth, and is used for fuel. There are many high hills and rocks of stone, slate, mica, lime, and gneiss.

CORAL.

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SECTION III.

PROGRESSIVE READING LESSONS.—*(Continued.)*

Principally in Words of Four and Five Letters, with Easy Words of Two Syllables.

LESSON I.

God Made all Things.

1. God made all things that we see. He made the earth, the sun, the moon, the stars, the sea, the air, and the light.

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2. He made the beast, the bird, the fowl, the fish, and the worm. The beast was made to walk on the earth; the bird to fly in the air; the fish to swim in the sea; and the worm to creep in the ground.

3. GOD made trees, and shrubs, and plants. He made the grass to grow in the fields; and he made the trees, and plants, and shrubs, to bear seed and fruit.

4. GOD made the sea to ebb and flow; the wind to blow; the clouds to bring forth rain. He made the heat and the cold, the hail, the frost, and the snow.

LESSON II.

GOD IS LOVE.

5. GOD is love. He loves all that he has made; and he does good to all man-kind. He does good to me day by day. He thinks of me when I do not think of him.

6. GOD gives life to all things. He made man from the dust of the ground, and gave him a soul, that he might know him, and love him, and praise him.

7. Let us bless and praise the name of our good GOD, who, in his great love to man, sent his only son to die on the cross, and to save us from sin and death.

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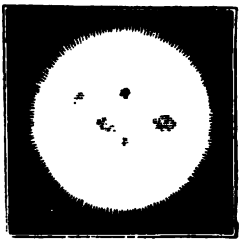
OBJECTS OF CREATION.

Sun, Moon, Stars, Earth, Sea, Air, Trees, Shrubs, Plants, Uses of Plants, &c.

LESSON I.—The Sun.



1. The sun gives light and heat to all things. He is too bright to look at. He is seen to rise in the east and to set in the west. When the sun is in the sky, it is day; when he is gone down in the west, it is night. God made the sun to give light on the earth. If we look at the sun through a glass, we can see spots on its face or disc. These spots move over the sun's disc.

2. The birds, the beast, and the fish of the sea all love the light and warmth of the sun. If there were no sun, all things would be dark and cold; and birds, and beasts, and fish, and shrubs, and plants, and trees would die.

3. A little boy once said, I should like to see God; and so his fa-ther took him to the sun's rays and bade him look at the sun.

4. But the sun was too bright for him to look on; and his fa-ther said, if you can-not look at the sun, how shall you look upon the great God who made the sun.

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LESSON II.

THE MOON.

5. The moon shines by night. She is not so bright as the sun. At times we can see the moon by day, when she looks like a small white spot in the sky. The moon has no light of her own, but her light is the light of the sun which shines on her, and is thrown back from her face to our eyes.

6. The moon goes round the earth once a month, when she is very small, and then we call her a new moon, but she is the same moon. Some-times she looks like a half moon. When she is large and round, we then call her a full moon. Some parts of the moon are dark and some bright. The dark parts are deep dells and the bright parts high hills.

7. The dark parts of the moon look like a face. Some think they are like a man and his dog. Some say a man and his dog were put in-to the moon for work-ing on a Sun-day.

8. This is not the TRUTH, and all such tales are on-ly fit for weak minds. It is ve-ry wrong not to keep the LORD'S DAY ho-ly; but all day's are the LORD'S days, and there is no day in which we may tell *lies*.

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LESSON III.

The Stars.

9. We see the stars at night in the sky. How bright they are. They seem to burn like fire. Most of those we see on a dark night are suns, like the sun we see in the day time, and give light to other worlds like our world.

10. A few of the stars are call-ed pla-nets; they are worlds that move round the sun and have their light from him. Many of these have moons which move round them, to give them light, as our moon gives us light. One of them has broad belts round his body, and one has a bright ring which gives forth light.

11. No one can count all the stars, for there are many more than we can see by the na-ked eye. If we look through a spy glass we see more and more. There is no end to the great works of our good God. It is he who made the stars, and who guides them by his love.

12. Let us, when we look at the stars, think of Him and praise His Holy Name. It is He who rules and guides both the sun, and moon, and stars, the earth, and all that lives and moves.

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LESSON IV.

The Earth and Sea.

13. The world we live in is round like a ball, it is part land and part wa-ter. There is not so much land as there is sea. The sea flows round the land.

14. Men and beasts and worms live on the earth. Trees and plants grow in the soil. The soil of the earth has stones and sand, and clay and mould, with ores of gold and iron, lead and tin.

15. Some parts of the earth are cold, and some are hot. In the cold parts of the earth are snow and ice. In the hot parts of the earth trees and plants grow very large.

16. The sea is ve-ry large. It is salt to the taste, and looks blue to the eye, when the sky is clear. Fish of all kinds live in it. Ships and boats sail on it from place to place.

17. The sea has a tide which ebbs and flows. Twice a day the wa-ters are high, and twice a day they are low. The sea is from two to three miles deep in some parts.

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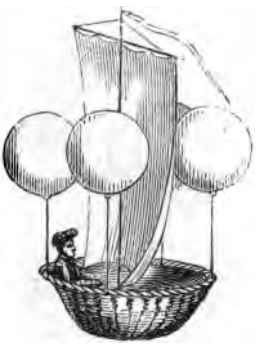
LESSON V.

The Air.



18. The air we breathe is round us on all sides. We can-not see the air, but we can feel it when we wave our hands. If we had no air we should have no light, and could not see the sun. We could not live with-out air. Plants would not grow with-out it, and all things that live would soon die if they had no air.

19. Some air is good and some is bad. The air of high and dry places is good; that of fens, and dykes, and cess-pools is bad. We should try to get good air, and live where the air is clear and pure. Good air will help to keep us in health. But bad air will soon make us ill.

20. We breathe the air with the mouth, and it goes to the lungs to make the blood pure and sweet. The air that comes from the lungs is foul air. The air of crowd-ed rooms is ve-ry bad for us to breathe. Men go up in the air in a bal-loon. You would like to know why they rise; the air or gas in the bal-loon is light-er than the air in which it swims.

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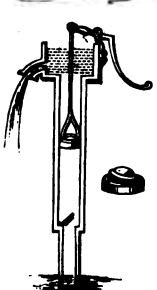
LESSON VI.

WATER.

21. Wa-ter comes to us from the clouds in rain. It comes to us from the earth in springs. It is seen in brooks, and ponds, and lakes, and rivers. It is a liquid. When it is frozen, it is then hard and solid, and is call-ed ICE.

22. When wa-ter is made very hot it boils, and when it boils it is turn-ed into steam. When in the state of steam it has great force, and can be made use of in many ways. It will raise weights, turn mills, spin yarn, cut wood, move ships, and drag trains on the rail-ways at the rate of six-ty miles an hour.



23. Wa-ter is raised from the earth by means of the pump. A well is first dug deep in the earth; in-to this a pipe is laid; to the pipe the pump is fix-ed. The air in the pump bar-rel is forced out and the wa-ter rises in its place.

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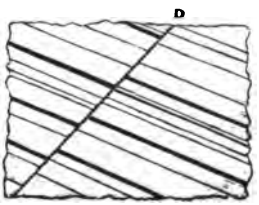
MINERAL KINGDOM.

LESSON VII.

1. Min-e-rals are all things dug out of the earth that have no life, such as stones, rocks, flint, lime, loam, slate, sand, clay, gold, sil-ver, cop-per, iron, lead, tin, salt, and coal.



2. STONES and ROCKS are used to build with. CHALK and LIME are used to make mor-tar and to bleach with. SLATE is used for the roofs of houses. Flint and sand and so-da make glass. Clay is used to make cups, and plates, and mugs. Salt is used with food.

3. GOLD and SIL-VER are used to make ma-ny things, and are coin-ed into money. Spoons and forks are made of sil-ver. Ear-rings are made of gold. Ships are sheath-ed with cop-per. Many things are made of *tin*, and lead and zinc are used for roofs of houses and for wa-ter pipes.

4. IRON and STEEL are made in-to nails, bolts, bars, files, locks, keys, and all sorts of tools. Ships and rail-ways are made of iron. Coal is used for fuel and to make gas of, by which the streets are light-ed.

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5. Plants do not see or feel, or move from place to place, like beasts and birds, but live and grow in the earth, and are fix-ed to it. The parts of a tree or plant is the root, the trunk, the bough, the branch, the twig, the leaf, the bud, the bloom, and the seed.

6. The roots of a tree are in the earth, and the juice of the earth is drawn up by them to the trunk, and goes into the branch-es and leaves, and this keeps the tree alive. If the roots were to be cut off, the tree would die. A tree eats its food by the roots, and it breathes the air by its leaves, which are the same as lungs to it. The part of the tree above the root is call-ed the stem, and from the stem are boughs and branch-es. The bud is on the branch, and from the bud comes the leaf, the blos-som, the fruit, and the seed.

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LESSON IX.

Seeds of Plants.

7. All plants have seeds. Some seeds are found in the fruit of the plant, as we see them in the plum. Some are in the midst of the bloom, as seen in the rose. Some are found in shells, as in the nut. Some in pods, as in the pea; and some seeds have a kind of wings, by which they float in the air.

OAK AND ACORN.

8. It is from the seed of the plant a new plant comes. The seed is put in-to the ground, and the damp causes the shell or skin to burst. From this comes the shoot. One part of which strikes down to the earth to form the root, and the other goes up in-to the air to form the stem or trunk, and thus the plant grows, till at last it bears seed and fruit.

9. Some of the seeds of plants are very small. That of the puff ball is mere dust, like the finest snuff. Seeds grow best in the dark, but when the germ springs forth, it must have light and air to make it grow. The seed of ma-ny plants is used for food, such as wheat, rye, beans, oats, and peas.

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LESSON X.

Size of Trees.

10. Some trees are ve-ry large. The oak is a large tree. The elm is a large tree. The pine is a tall tree, so is the fir. The pop-lar tree is a tall straight tree. The palm tree is a fine large tree with a straight stem, with no boughs on it, but a tuft of leaves at the top, on which the fruit grows.

11. Some plants are not so big as trees, they are call-ed shrubs. A rose is call-ed a shrub, so is the box. Thyme and sage are call-ed herbs. Some plants have round roots with a kind of knot. They are call-ed *bulbs*; a leek has a bul-bous root.

LESSON XI.

Uses of Plants.

TEA TREE.

12. The uses of plants are ve-ry great. Sheep and cows eat grass. The horse eats grass. and oats, and beans. Trees, when they are cut down, are call-ed tim-ber, from which ships are built, and the floors, doors, and roofs of a house are made.

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13. The BREAD FRUIT TREE is a large tree. It bears a round rough skin-ned fruit, and the in-side eats like bread, and is sweet and nice. The yam is a large root, used for food, as big as a man's leg; it is black, but is very good to eat. The wood of the bread fruit tree is made in-to boats and the bark in-to ropes.

14. TREES and shrubs, herbs, grass and plants were made for birds, and beasts, and in-sects, as well as for us. Birds build their nests in trees. Cows and horses get under them for shade and shel-ter, and in-sects sip the ho-ney of their fruits and flow-ers.

15. A SHIP is made of oak or teak. The ropes are made of hemp or flax, which are both plants. Beer is made from malt and hops. Wine is made from grapes. Herbs do us good when we are ill. The juice of the pop-py lulls pain. Wheat, rye, oats, maize, and rice, are call-ed corn, and are u-sed for food. Cork is the bark of the cork tree. The fir tree makes deal. The elm, oak, beech, and teak are all of great use to man.

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THE ANIMAL KINGDOM.

CHAPTER I.

BIRDS, BEASTS, FISHES, AND WORMS.

Lesson I.—Beasts.

1. Beasts walk on four legs. A horse, a cat, a dog, a pig, a goat, a cow, have each four legs. A cow, and a goat, and a deer have horns. A horse has a mane on his neck, so has a lion. A mon-key has hands like a man, and can use his feet for hands.

2. Lions and ti-gers, and cats and dogs, have paws with claws to scratch with. Horses and cows, and deer, and sheep, and pigs, have no paws, but hoofs to their feet. But the hoof of a horse is not like the hoof of a cow or a deer. The hoof of a horse is all in one; the hoof of a cow, or deer, or sheep is cloven, that is, cut in-to two parts.

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3. Some beasts have hair on their bo-dies, some have bris-tles, some have wool, some have fur. The horse, and cow, and deer have hair. The pig has bris-tles, the sheep has wool, the cat has fur. The wool from the sheep is made into cloth. The skin of the ox make shoes.

4. The sheep and the deer, the cow and the goat chew the cud. They feed on grass and grain. The horse does not chew the cud, yet he feeds on grass and grain. Some beasts are call-ed beasts of prey; they live on flesh and hunt for their food, they do not chew the cud.

5. The li-on and the ti-ger, the wolf and the bear, are beasts of prey. They hunt the deer, the sheep and the goat, and when they catch them they will eat them. The deer and the sheep, the cow and the horse, are of great use to man, and we should love them and be kind to them at all times.

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LESSON II.

Birds.

6. Birds have two legs with which they walk on the ground, and two wings, by which they fly in the air. Some birds, such as the stork, crane, and spoon-bill, have long legs, with which they wade in the wa-ter. Some have short legs, with which they hop.

7. Birds have four claws on each foot, three in front and one at the back. The feet of some birds are made for hop-ping on turf and grass, and have a kind of spring. The feet of oth-er birds are made for perch-ing on trees. Some, such as the duck and goose, have webs be-tween their toes, so that they can swim in the wa-ter. The bones of birds are ve-ry light. Some birds have a *gizzard*, which is a kind of mill, and they use it to grind or bruise their food.

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8. Birds have no hair, or wool, or fur, but fea-thers and down. All birds have wings, with which they fly in the air. Some birds, such as the con-dor, have wings eight feet a-cross from tip to tip, and will fly six-ty miles an hour. Some birds are birds of prey, and eat flesh, and have a sharp hook-ed beak; the eagle is a bird of prey. Some birds have point-ed beaks, to peck and break seeds with, and some, such as the duck and swan, have broad flat beaks, to eat weeds with.

9. Some birds do not live with us all the year, but come in the sum-mer and go a-way a-gain in the win-ter. These are call-ed birds of pas-sage. The mar-tin and the swal-low are birds of pas-sage. Many birds sing, these are call-ed song birds, and it is sweet to hear their songs in the spring. Some birds, such as the bat, fly by night, they seem half mouse and half bird. Some birds fly very high. The lark flies very high, and when he comes down seems to fall like a stone.

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10. The owl, like the bat, flies by night. It looks out for mice and frogs. The owl can-not see well in the day-time, and it hides from the glare of the sun in the dark parts of trees, among the leaves. Owls screech and make a noise, and sing tu-whit, tu-whit, tu-woo.

11. Birds build nests; some make them of sticks, some make them of mud, and some make them of dried grass, hay, or moss; they line them with down from their own bodies, or wool from the back of the sheep.

12. No man can make a nest like a bird. In their nests birds lay their eggs, sit on them, hatch them, and bring up their young. It is ve-ry wick-ed to take a bird's nest, and it is a great crime to hurt lit-tle birds.

13. It is sweet to hear the thrush and gold-finch sing in the spring, and to have the rob-in come to our door in the winter to pick up a few crumbs, for which he pays us in a song. We should love the robin and feed him, for he puts his faith and trust in us, and comes to our hearths in hope.

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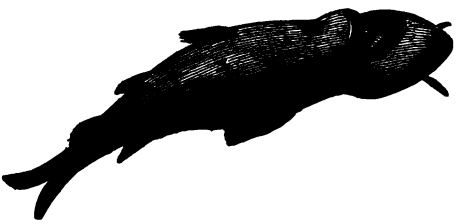
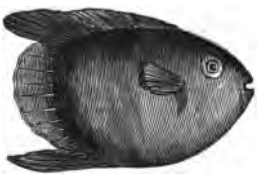
LESSON V.

Fishes.



14. Fish live in the sea, in ri-vers, in streams, in ponds, and brooks. Most of them have no legs to walk with, no wings to fly with, but they have fins on their back, sides, tail and bel-ly, by which they can move in the wa-ter. Fish live upon each other, and upon worms and weeds.

15. Fish have no hair, or fur, or wool on their bo-dies. But scales laid one over the other. Their eyes are not like the eyes of beasts and birds, but made so that they can see in the wa-ter.



16. Some fish are ve-ry large, and some ve-ry small. A whale is a ve-ry large fish. A min-now is a small fish. Some fish, such as the shark, have ve-ry large mouths and sharp teeth, and can bite a man's leg off. Some fish are ve-ry odd shapes. The globe fish is round like a globe. The ham-mer fish is in shape like a ham-mer.

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17. Some fish have not scales, but shells to cover their bodies, they are call-ed shell fish. Some shell fish, such as the crab, have legs and no fins. They do not swim, but walk at the bot-tom of the sea. Some fish have no fins or legs, and can-not swim or walk, but lie in their shells at the bot-tom of the sea, as oysters do.

18. Fish are good for food. Large shoals of fish visit our shores, and are caught in nets. To catch them men and boys go out in boats. At times the sea is very rough and the wind blows high. Then the boats get lost in the sea, and the poor men are drown-ed.

LESSON VI.

Insects and Worms.

19. In-sects fly in the air. They have six or eight legs and wings; some of them have long horns on their heads. A fly, a wasp, a gnat, and a spi-der are in-sects. They can see and feel the same as we do. Some of them have ma-ny hun-dred eyes.

20. Insects are of great use. The bee makes honey. The

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worm of the moth spins silk. The fly eats up a great deal of dirt and filth that would else make the air very bad. They are the food of fish and of birds. The glow-worm shines by night like a star. The crick-et chirps on the hearth. The death-watch ticks like a watch. The moth flies round a light, and gets burnt.

21. In-sects are busy, they are ne-ver i-dle. Ants lay up corn to keep them through the win-ter. The bee also lays up a winter store. The spi-der weaves his web with great skill. They all seem hap-py; and gnats dance, as if full of joy, in the beams of the sun.

22. Worms have no legs, or fins, or wings. They do not fly, nor walk, nor swim. They creep on the earth by means of small rings round their bodies. They pierce through the ground and break it up, that the rain may soak through it. The snail has a shell on its back, and lives in it for a house. There are worms in the sea as well as on the land; some of them will bore in-to the wood of large ships and de-stroy them; some will bore through the hard-est stone. When we dig the ground, we ought to take care and not hurt the worms. A good man will not hurt a worm.

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LESSON VII.

Reptiles.

23. Rep-tiles in-clude snakes, toads, ad-ders, asps, frogs, liz-ards, and ma-ny oth-ers. Snakes, asps, and ad-ders have no legs, and creep on their bel-lies. Toads crawl, and frogs hop a-bout. Liz-ards creep, and they can run ve-ry fast when they choose.

24. Snakes have scales on their bo-dies, wide mouths, and sharp teeth. Ad-ders have a bag of poi-son un-der their tongues, which, when they bite, flows in-to the wound made by their teeth. This poi-son kills at once their prey, so that it suf-fers lit-tle pain.

25. Some snakes are ve-ry large. The great boa, seen in the cut, is thir-ty feet long, and as big round as a man's thigh. It can crush a goat or a sheep to death by twist-ing round its bo-dy, and it will swal-low them whole.

26. Frogs live in marsh-es, and do a great

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deal of good; we should nev-er hurt them. Toads live in dark damp pla-ces, and do much good. Frogs can swim well in the wa-ter; they swim like men and boys. Both toads and frogs are quite harm-less.

27. Li-zards have four legs, and creep about walls and damp places.

28. Their heads and bo-dies are co-ver-ed with scales; their tails are long. The green liz-ard is a ve-ry hand-some rep-tile. It has bright specks and marks of green, yel-low, and brown. One kind of liz-ard changes its co-lors from blue to green, and from green to brown, blue and yel-low.

29. Some rep-tiles of the liz-ard kind are ve-ry large. The cro-co-dile is eighteen feet long. It lives on the banks of rivers, such as the Nile; it lays eggs in the sands; it feeds on the dead beasts that float down ri-vers, and will some-times prey on those that come to the river side to drink.

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MAN AND HIS SENSES.

LESSON I.

Of Man and Tribes of Men.

1. Man is not like oth-er an-i-mals. He walks up-right; he is na-ked. He has a mind and rea-sons. He has a SOUL, and knows right from wrong. He knows that he must die.

2. There are ma-ny kinds of men on the earth. In some parts of the world men are black, and have wool-ly hair and thick lips. In other parts they are brown, and have lank hair. Some men are of a red-dish tint, and some of a dus-ky yel-low. In this coun-try they are white. But GOD has made of ONE blood all the na-tions of the earth, and ALL MEN ARE BROTHERS.

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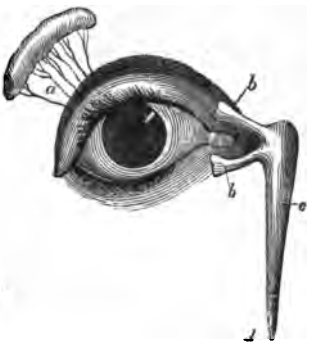
THE FIVE SENSES.

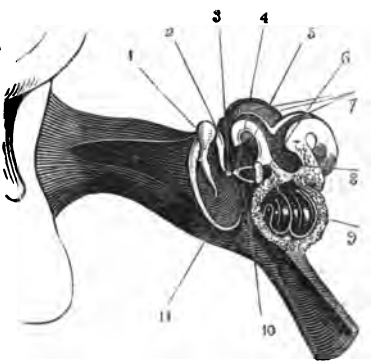
LESSON II.

The Eye, Ear, Tongue, Nose, and Skin.



3. The EYE is the or-gan of sight; the EAR is the organ of hear-ing; the NOSE is the or-gan of smell-ing; the TONGUE is the or-gan of tast-ing; the SKIN is the or-gan of feel-ing.

4. The eyes are placed in front of the head; they can move. The eye-brow shields the eye from too much light, and the eye-lash keeps out the dirt and dust. There is a small tube or pipe, that goes from the eye to the nose, to draw off the tears that from time to time wash the eye and keep it clean.



5. The EARS are placed in the side of the head. The in-side of the ear is a kind of drum. In it there are five small bones. One is like an anvil; one is like a stir-

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rup; one is like a lit-tle ball; and one is like a ham-mer; and all are of use in the ear.

6. The TONGUE has nerves, by which I can taste my food. The NOSE has nerves by which I smell; and the SKIN has nerves by which I feel. The tips of the fin-gers and the lips have a very strong sense of feel-ing.

LESSON III.

SENSES OF ANIMALS.

7. Birds, and beasts, and fish, and worms, can see, and hear, and feel, and taste, and smell, as well as men. Birds can see a great way off; cats can see in a dim light; so can bats and owls.

8. Dogs have a ve-ry keen scent, and can smell the way their mas-ters have been. And all birds and beasts of prey can smell their food a long way off.

9. Trees, and shrubs, and plants can-not see, or hear, or taste, or smell. They have no or-gans of sense that we know of, but we are not sure that that they do not feel the air, the heat and the light.

10. We must not hurt any-thing that can feel as we do. It is a great sin to give pain to birds, or beasts, or fish, or worms.

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USE OF THE SENSES.

LESSON IV.

Uses of the Sense of Sight.

1. I can see, hear, taste, smell, and feel. I see with my eyes. I hear with my ears. I smell with my nose. I taste with my tongue; and I feel with my skin.

2. I can see the sky, the clouds, the moon, the sun, the stars. On the earth I see men and wo-men, beast, birds, fish, hills, vales, rocks, fields, streams, trees, fruit, and flowers.

3. The things I see are of all kinds of shapes or forms, round, square, long, short, straight, bent, smooth, rough. They are, too, of all kinds of color, red, white, blue, green, yel-low, black, pink, brown and pur-ple.

LESSON V.

Use of the Sense of Hearing.

4. I have two ears. I can hear the birds sing, the oxen lowe, the sheep bleat, the cocks crow, the horse neigh, the ass bray, the hen cluck, the pigs squeak, the ducks quack, the crows caw.

5. I can hear the winds blow, the sign-board creak, the mill clack, the waves roar, the bells ring, the wheels rat-tle, the doors creak, the whips crack.

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6. I can hear the hum of the bee, the growl of the dog, the buzz of the fly, the mew of the cat, the blast of the horn, the bang of the gun, the roll of the drum, the tramp of the horse.

7. The bells have a sweet sound, the drum has a harsh sound, a whip has a sharp sound, a whis-tle has a shrill sound, and a flute has a soft sound.

LESSON VI.

Use of the Senses of Taste and Smell.

8. I can taste a nice tart, a sweet plum, a sour grape, a salt fish, a bit-ter draught.

9. Port wine has a rough taste, mus-tard has a hot taste, grapes have a sour taste, sugar has a sweet taste, stale beer has a flat taste.

10. I can smell a rose, a pink, a stock, and they have a sweet or fra-grant smell. Musk has a sweet smell, hay has a sweet smell. The peach, the plum, the pear, the quince, the mel-on, all smell very nice. Snuff has a strong smell, and will make me sneeze.

LESSON VII.

Use of the Sense of Feeling.

11. I can feel the heat, the fire is hot. I can feel the cold, ice is cold. Some things are smooth to the touch, glass is smooth; some are rough, the bark of a tree is rough; some are

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hard, a stone is hard; some are soft, wool is soft; some things are heavy, lead is heavy; some are light, down is light.

12. If I am hurt, I feel pain. If I prick my fin-ger, I feel pain. Some-times my tooth aches. When I am ill, I feel pain. I can-not hear pain, nor smell pain, nor see pain, but I can feel pain.

13. I can-not see my soul. I can-not hear my soul. I can-not smell my soul. I can-not touch my soul; but I can feel I have a soul, by which I think, and feel, and act.

LESSON VIII.

The Mind and Soul.

14. I feel hope and fear, love and hate, joy and sor-row, plea-sure and pain, in my mind. I think with my mind, not with my bo-dy. I can think of the days that are past, and of those which are to come.

15. I can think of the green of the fields, of the smell of the rose, of the taste of the plum, of the sing-ing of the birds, and of the pain of my head when I was ill.

16. I can think of God and of an-gels, of hea-ven, and of hell, yet I have nev-er seen them. I know evil from good, and can tell right from wrong.

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EXERCISES IN SPELLING.

ONE HUNDRED LESSONS OF COMMON AND USEFUL WORDS OF ONE SYLLABLE.

SECTION I.—SIX LESSONS.

Words concerning NUMBER, FORM, WEIGHT, MEASURE, TIME and MONEY.

1 One	round	inch	gill	black	noon
2 two	square	nail	pint	white	day
3 three	long	foot	quart	gray	week
4 four	short	yard	tierce	brown	month
5 five	thick	pole	butt	green	year
6 six	thin	perch	peck	blue	crown
7 seven	wise	mile	strike	pink	groat
8 eight	deep	span	comb	red	score
9 nine	rough	ell	load	fawn	gross
10 ten	smooth	league	last	lake	dozen

SECTION II.—SIX LESSONS.

Words concerning things seen in the STREETS, FIELDS, &c.

Church	ship	town	coach	car	bridge
grave	tomb	spire	porch	arch	pile
pound	bank	cage	brook	lane	street
quay	dock	jail	stocks	sign	post
dyke	copse	mill	vale	stream	hedge
wood	ditch	plain	gate	fence	curb
stile	road	path	pond	lodge	field

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SECTION III.

Words connected with Machines, Tools and Implements.

Plough	plane	wheel	ring	sheave	adze
spade	rake	file	gouge	punch	clams
cart	scythe	churn	flail	block	shears
rule	forge	rasp	hoop	nail	wedge
screw	hinge	hasp	knob	spring	gage
vice	last	type	bench	lathe	pail

SECTION IV.

Words connected with Art, Science, Literature, Titles and Medicine.

Sire	child	girl	niece	aunt	babe
friend	wife	bride	maid	lass	miss
king	queen	prince	duke	lord	knight
count	doge	tzar	judge	earl	pope
cast	burst	frieze	vase	harp	lute
crest	charge	font	seal	style	scroll
badge	crown	cross	shield	wreath	deed
burgh	tythe	lease	rent	plea	writ
drachm	type	mould	stamp	probe	serf

SECTION V.

Words connected with Agriculture.

Plough	plant	weed	reap	thrash	glean
bind	cart	shoot	blade	stalk	leaf
husk	grain	pulse	grass	beans	peas
vetch	wheat	tares	steer	kine	sheep
calf	field	hedge	ditch	drain	fence
pond	rick	sheaf	stack	mould	load
soil	dung	ridge	mead	truss	loam
crop	barn	fold	stake	churn	straw

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SECTION VI.—SIX LESSONS.

Words concerning things seen in the HOUSE, &c.

House	wing	door	brick	slate	stone
joist	beam	roof	tile	lath	floor
hall	shop	glass	pane	room	stairs
bolt	hinge	lock	bell	sill	well
pump	gate	grate	hearth	stove	sink
blind	screen	seat	bench	yard	rail

SECTION VII.—SIX LESSONS.

Chair	stool	knife	fork	spoon	sheet
brush	broom	plate	pail	desk	lamp
tray	sieve	jack	rack	hook	safe
frame	print	comb	clock	watch	trough
steel	cork	wire	sponge	strap	trunk
sash	cord	wall	nail	screw	shelf

SECTION VIII.—SIX LESSONS.

Words concerning FOOD.

Meat	fish	game	bread	pies	tarts
veal	lamb	pork	beef	soup	broth
beer	wine	loaf	crust	crumb	salt
sauce	milk	cream	rice	cheese	tripe
flour	spice	malt	cake	mace	cloves

SECTION IX.—SIX LESSONS.

Words concerning CLOTHES.

Clothes	coat	cloak	shoes	shirt	gown
sleeve	cuff	silk	serge	stuff	boots
lace	cape	veil	wool	stays	sash
cape	shift	glove	frill	muff	lace
cloth	band	purse	flounce	tuck	seam
tape	fringe	gimp	gauze	thread	shawl
scarf	blond	sock	hose	felt	plaid

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SECTION X.—SIX LESSONS.

Words connected with the Human Frame, Diseases, &c.

Head	throat	foot	ears	sore	sneeze
scull	chest	toes	tongue	wound	cough
crown	breast	skin	loins	scab	speak
hair	back	flesh	groin	bruise	sleep
brain	reins	hand	arms	pore	snore
brow	side	palm	legs	sweat	groan
nose	thigh	wrist	tears	milk	leap
cheek	knees	joint	beard	boil	weep
mouth	lips	nerve	bile	scurf	stretch
chin	shin	heart	blood	rash	sigh
face	calf	vein	phlegm	pulse	breathe
teeth	sole	lungs	breath	ache	retch
gums	heel	spleen	wheeze	wince	scream

SECTION XI.—SIX LESSONS.

Words connected with Ships and Naval and Military Affairs.

Ship	warp	bows	drag	reel	bilge
sloop	kedge	poop	stay	crank	bulk
bark	helm	boom	truss	hawse	calk
bug	wheel	bits	vane	heel	reef
craft	cleat	block	waist	clews	bowse
barge	coil	head	mast	peak	brace
boat	spar	chains	yard	gaff	block
stem	sprit	clamps	sail	berth	gage
stern	keel	lead	line	bight	rope
luff	scud	gype	fleet	steer	wear
buoy	screw	port	lift	hook	sheave
drum	bomb	shield	sword	spear	tent
horse	shot	camp	fife	belt	flint
lock	steel	ball	brace	dyke	fosse

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march	load	charge	fire	smoke	wheel
corps	wound	rear	sash	plume	arms
spur	rain	mess	wound	kill	halt

SECTION XII.—SIX LESSONS.

Words of Opposite Signification.

Good	square	hope	night	soft	age
evil	strong	fear	sharp	hard	dear
true	weak	cold	blunt	rough	cheap
false	wild	warm	front	smooth	faint
right	tame	fast	back	harsh	loud
wrong	first	loose	long	kind	fierce
high	last	thick	short	fine	mild
low	laugh	thin	up	coarse	quick
long	weep	rich	down	dull	slow
short	rise	poor	light	bright	many
even	fall	foul	dark	death	few
odd	love	clean	black	life	sink
round	hate	day	white	youth	swim

SECTION XIII.—SIX LESSONS.

Adjectives, Verbs, Adverbs, &c., occurring in the succeeding Lessons.

Lit tle	safe ty	mo tion	blight ed	pu trid
u nite	ta ken	flow ing	child ish	quiv er
a long	un der	ebb ing	de light	spar kle
a bout	o ver	walk-ing	e qual	rud dy
grow ing	be fore	mix ture	en close	ram ble
emp ty	be side	blow ing	fru gal	se cret
guid ing	be head	yel low	gen tle	stea dy
be tween	play ing	pur ple	lan guid	sup port
wo ven	fair ly	ad here	mo lest	taw ney
bot tom	fros ty	ab sorb	op pose	twin kle
e ven	lu cid	ra pid	sha dow	with er

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Nouns of Two Syllables occurring in the succeeding Lessons.

Bi ble	shoul der	kit chen	wea ther
wor ship	el bow	buc ket	ta ble
sab bath	fin ger	wea ver	sauce pan
hon or	an cle	shut tle	skil let
pa rent	shil ling	wo ven	po ker
wa ter	flo rin	wool en	can dle
riv er	mo ney	vel vet	pi vot
mea dow	mea sure	ham per	ash es
pad dock	hun dred	flan nel	bar rel
win ter	min ute	cat gut	chi sel
sum mer	sil ver	lin en	sic kle
au tumn	cop per	fea ther	ham mer
sea son	pla net	cot ton	sau cer
pil low	sail or	blan ket	ba sin
bil low	com pass	leath er	mal let
har vest	mag net	bea ver	coo per
flow er	or gan	car pet	buc ket
yel low	cur few	cur tain	ci der
stub ble	clap per	win dow	bran dy
ches nut	for eign	bel lows	su gar
or chard	pow der	chim ney	fi bre
gar den	mor tar	swal low	bar rel
thun der	pill ar	slip per	whis tle
light ning	tor toise	fir kin	wag on

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PROGRESSIVE READING LESSONS.

SECTION III.

ALFRED LEARNING TO READ.

LESSONS ON THE COMMON OBJECTS OF NATURE, THE ARTS OF LIFE AND OF DOMESTIC USE.

LESSON I.

THINGS I SEE AROUND ME.

WHEN I look around me, what do I see? I can see the earth, the sea, and the sky, the sun, the

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moon, and the stars, clouds, hail, rain, and snow, ice and frost. I see hills, vales, springs, b r o o k s , streams, trees, shrubs, plants, fruit, flowers, grass, and weeds. On the sea shore I see rocks, cliffs, sands, stones, forts, nets, and ropes. On the sea I see ships, brigs, sloops, and boats.

In the FIELDS I see hedges, ditches, gates, stiles, banks, woods, heaths, hay ricks, and corn ricks, hay-stacks and dung heaps, wagons and teams, ponds, folds, grain, pulse, barns, ploughs, flails, rakes and hoes, sheep, oxen, swine, fowls, ducks, and geese.

In the STREETS I see a church, the mar-ket-place, the stocks, the goal, the cage, houses, shops, inns, quays, docks, wharves, coaches, carts, barges, bales, cranes, bells, drums, and flags.

In HOUSES I see doors, win-dows, stairs, floors, sinks, stoves, grates, blinds, chairs, ta-bles, so-fas, brooms and brushes, clocks, lamps, shelves, books, clothes, boots, shoes, coats, shawls, plates, dishes, knives, forks, and spoons.

God made the things we see in *Na-ture*, and gave man the pow-er to form the things of *Art*.

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SPRINGS AND BROOKS.

LESSON II.

In many places wa-ter springs out of the Earth. Where wa-ter springs out of the earth, the place is called a spring. When water runs in a small stream a-mong hills, it is call-ed a burn, or rill; when it flows o-ver gra-vel and stones, it is call-ed a brook.

Springs and Brooks are of great use to man. They wa-ter the fields and mea-dows, and make the flow-ers and grass grow. In brooks we oft-en find lit-tle fish-es. Birds come down to brooks to drink, and cat-tle come to ponds and streams.

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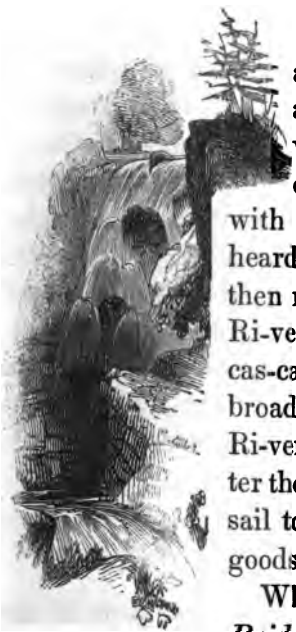
RIVERS, WATERFALLS, AND BRIDGES.

LESSON III.



RILLS and BROOKS u-nite and form streams. These a-gain u-nite and form RIVERS. At times large streams or ri-vers dash o-ver high rocks with a great noise, which can be heard a long way off; and they then roll a-long in foam and spray. Ri-vers then form what are call-ed cas-cades. Some ri-vers are ve-ry broad, and some are ve-ry long. Ri-vers are of great use; they wa-ter the land. Ships and o-ther craft sail to and fro on them, la-den with goods.

When ri-vers are near a town, a *Bridge* is of-ten built. Men and women, horses and carts, can then pass o-ver the ri-ver with-out any dan-ger. Most bridges are of one arch, but ma-ny have a great number of arch-es; and some are built of iron chains, and stretch over a river from side to side.

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THE MEADOW.

LESSON IV.

Grass grows in the mea-dow; it springs up green in May: grows full in June, and then men come to mow it with a scythe, and to toss it a-bout with forks, and to rake it up into cocks. This is call-ed hay-ma-king. The hay, when quite dry, is put up in stacks, and kept for the horse and cow to eat in the win-ter. When the grass is cut down, cat-tle are turn-ed in-to the mea-dows to feed on the fresh grass as it shoots up; a small mea-dow is call-ed a pad-dock.

THE GARDEN.

LESSON V.

Plants and shrubs grow in the gar-den, and so do peas and beans. Some beans are long, and then they are call-ed French beans. Some are broad, and are call-ed broad beans. Herbs grow in the gar-den, such as sage, and mint, and rue, and time. In dry sea-sons we must get the wa-ter-pot and water them, or they will not grow. Trees and shrubs, and plants, would die, had they no rain. But God sends the rain from time to time, and thus they live and grow, and give us food to eat.

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THE COTTAGE.

LESSON VI.

There is a cot-tage in the field. I can see a hedge, a ditch, a style, a gate, a hay-stack, a corn-field, a dove-cote, a pig-stye, a cow-house, a duck-pond. There is a wood at the side of the cot-tage, and a bank at the end of it. There is a small brook, a long path, and a foot-bridge that leads to the church. There are streets and courts in a town. There is a town-hall, a church, a prison, a cage, and many shops and houses.

THE WELL AND ITS USE.

LESSON VII.

The well is a deep hole dug in the earth to a spring of wa-ter. It is lined with brick. It is of-ten ve-ry deep. The wa-ter is drawn up from the bot-tom of a well by means of a wheel, a rope, and a bucket. The rope is wound round the wheel, and a buck-et is at each end of the rope. The buck-et that goes down the well goes down emp-ty, and the one that comes up comes up full.

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THE SHIP.

LESSON VIII.

A ship with one mast is call-ed a SLOOP. One with two masts is call-ed a BRIG. Those with three masts are call-ed SHIPS. Those that are made to fight and carry great guns are call-ed men-of-war. Those that bring freight from port to port are call-ed mer-chant-men. Those that go af-ter whales are call-ed whalers.

THE PLOUGH.

LESSON IX.

The plough is used to till the land with. The part of the plough that cuts through the soil is call-ed the plough-share, and is made of i-ron. The han-dle of the plough is made of strong ash-wood. The plough is drawn by horses, which are dri-ven by a boy. The man who guides the plough is call-ed a plough-man. The mark made by the plough is call-ed a fur-rough.

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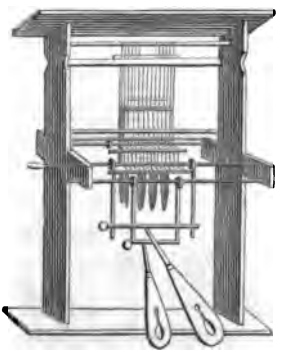
THE LOOM.

LESSON X.



The LOOM is u-sed to *weave* with. The man who weaves at the loom is call-ed a WEAVER. The tool he works with is call-ed a *shut-tle.* Hemp and flax is wo-ven in-to li-nen cloth. Silk is wo-ven in-to silks and vel-vets. The threads long-wise in a piece of cloth is call-ed the *woof,* and those cross-wise the *warp.*

THE NET.

LESSON XI.

Nets are made of hemp-en cord. The spaces be-tween the cords are call-ed *mesh-es.* Nets are u-sed to catch fish, and these are call-ed fish-ing nets. They have corks to float them at the top, and lead to sink them at the bot-tom. Some nets are used to catch birds. Some to keep birds from fruit trees. Men who catch fish in nets, go a long way off to sea to catch them. A lot of fish caught in a net is call-ed a haul.

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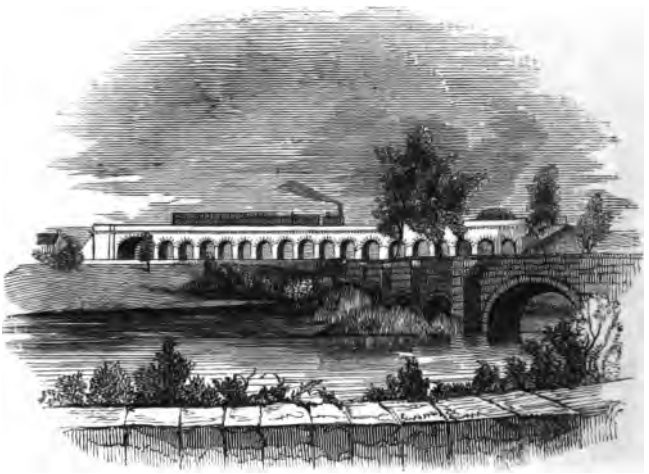
ROADS AND RAILROADS.



LESSON XII.

The roads are to walk and ride on, from city to city, and from town to town. Coach-es and carts and wag-ons tra-vel on roads. Roads are made of flint and sand. Streets are roads or path-ways with houses by the sides of them. Streets are paved with stone. Rail-roads are made of i-ron. The beams on which the rails are laid are made of wood. The steam-en-gines are made of i-ron and brass. The fires are made of coke. The steam is wa-ter made very hot by the fire.

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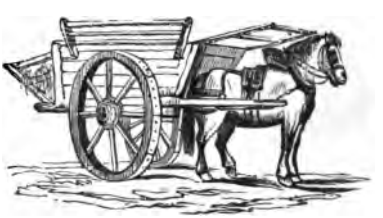
DOCKS AND WHARVES.

LESSON XIII.

Docks are for ships to load and un-load in. The wharf is the place on which the goods are land-ed, when they first come out of the ship. They are then put in-to the ware-house for safe-ty. The goods are oft-en taken from the hold of the ship by a thing with a long neck, call-ed a crane, and a man turns round a winch with a chain round it, to draw them up. Goods come in bales, in casks, in sacks, and in box-es.

HORSE AND CART

LESSON XIV.



The horse is in the shafts of the cart. He has the bit in his mouth. On each side of his eyes are the blink-ers. On his shoul-ders is the col-lar; to the col-lar are fixed the chains by which the horse draws the cart. On the back of the horse is a small sad-dle, this is not to ride on, but to hold up the shafts. When the horse pulls, the wheels go round, and the cart moves on.

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HOUSEHOLD FURNITURE.

Lesson XV.

The fire-grate, poker and tongs are made of i-ron, the fire-place is made of mar-ble. Mar-ble and i-ron are dug out of the earth. The ta-ble, the so-fa, and chairs, the case of the pi-a-no, the book-case, and the stool are made of wood. Some-times they are made of rose-wood. The seats of the chairs are made of horse-hair. Horse-hair is taken from the mane or tail of the horse. The hearth-rug, the cur-tain and the car-pet are made of wool. Some chair seats are made of cane.

BEDS AND BEDDING.

Lesson XVI.

Beds are made of fea-thers. The tick to hold the fea-thers is made of lin-en. Fea-thers are taken from birds. Some beds are very soft and are made of down, the fine under fea-thers of birds. The mattress is made of wool. The sacking of the bed is made of hemp. The bed-stead is made of wood. The screws are made of i-ron. The cur-tains are made of cot-ton or wool. The sheets are made of linen. The blan-kets are made of wool.

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TABLES AND CHAIRS.

LESSON XVII.

A table is of great use; we sit round it, and put our books on it. The plates and dish-es are put on it when we dine. The ta-ble cloth is put on first. When we breakfast or take tea, we put the tea-tray, cups and sau-cers on the table, with the cream-jug su-gar-ba-sin, tea-pot and milk-jug, the slop ba-sin, the urn, the salt cel-lars and tea-spoons.

SOFAS AND CARPETS.

LESSON XVIII.

A chair has four legs, a seat, and a back to lean a-gainst. The legs are turn-ed in a lathe, the back and seat are cut out with tools, the seat is stuffed with horse-hair. Some are stuff-ed with wool and some with hay, and some have springs put in their seats. Chairs and ta-bles should be well rub-bed ev-e-ry day, and kept clean and nice. The sofa is to rest upon. It has four legs. A squab is put on it and two pil-lows. It is stuff-ed with horse-hair. The carpet is made of wool, so is the hearth rug. The door mat is made of rope.

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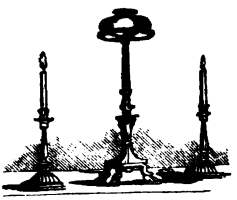
THE KITCHEN AND WASH-HOUSE.

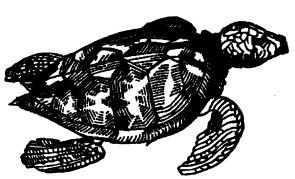
LESSON XIX.



The tea-ket-tle is made of cop-per. The skil-let is made of brass, the sauce-pans are made of tin. The brush-es and brooms are made of wood and hair. The can-dle-sticks are made of brass, or tin, or iron. The lamps are made of brass. The mugs, and jugs, and cups, and sau-cers, and ba-sins, and dish-es, and plates, are made of clay dug out of the earth. The knives and forks are made of steel. The sink is lined with lead. The pails and tubs are made of wood.

CLOTHES AND LINEN.

LESSON XX.



Coats are made of cloth. Cloth is made of the wool of the sheep. Shawls are made of cot-ton. Cot-ton is the down of a plant. Gowns are made of silk and cot-ton. Silk is the pro-duce of the silk-worm. Shirts are made of lin-en. Lin-en is the fi-bres of the hemp or flax plants. Shoes and boots are made of lea-ther. Lea-ther is the skin of the cow or calf. Hats are made of silk or of the fur of the bea-ver. Combs are made from the horns of the cow or from the shell of the tor-toise.

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BOOKS, PAPER, PENS, AND INK.

LESSON XXI.

Books are made by the book-bind-er. He beats the leaves with a mal-let, to make them lie smooth and flat. The sides of books are made of mill-board. Mill-board is made of old junk, old ropes, and old door-mats. The out-side of books is co-ver-ed with cloth or lea-ther, made from the skin of the sheep, calf, or goat. Pens are made of quills or of steel; some pens are made of gold and some have been made of glass. Paper is made of old rags ground in a mill. Ink is made of nut-galls, i-ron-salts and wa-ter.

CASKS, BEER, WINE AND SPIRITS.

LESSON XXII.

Casks are made of wood by the coo-per. The staves are of oak or ash, the hoops are of ash. Beer, and wine, and rum, and ci-der are put in-to casks. A large cask will hold a pipe of wine, a small-er cask is call-ed a fir-kin. Beer is made from malt and hops; malt is made from bar-ley; ci-der is made from ap-ples; wine is made from grapes; rum is made from su-gar; gin is made from malt; bran-dy is made from grapes.

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WORKMEN AND THEIR TOOLS.

LESSON XXIII.

The black-smith works at a forge, the tan-ner at a pit, the car-pen-ter at a bench, the stone-ma-son in his yard, the prin-ter at his case or press, the weaver at his loom, the tailor on the shop-board, the shoe-mak-er at his kit, the far-mer at his plough. The black-smith uses bellows, sledge-ham-mers and pin-cers. He makes all kinds of things in i-ron. The car-pen-ter uses a saw, a punch, a plane, a gim-let, a gouge, and a chisel. The shoe-maker has his awl, his wax-end, and his lap-stone.

LOCKS AND KEYS, &c.

LESSON XXIV.

Locks and keys are made of i-ron and brass. Wire is made of gold and sil-ver and cop-per. It is drawn through small holes in steel plates by the wire-draw-er. Nails are made of iron, small tacks are made of tin. Cork-screws are made of wood, steel, and bone. The brush at the end is made of hogs' bris-tles. The thongs of whips are made of leath-er and whip-cord; the han-dles are made of whale-bone. Whale-bone is taken from the jaws of the whale.

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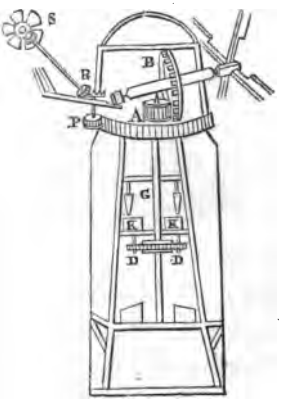
THE WIND MILL AND ITS USE.

LESSON XXV.

A wind-mill stands on the hill. It is high upon the hill, that the sails may catch the wind. The sails go round and round. There are two kinds of mills, one is call-ed a wind-mill, which has sails mov-ed by the wind. The oth-er is call-ed a wa-ter-mill, and has wheels mov-ed by the wa-ter of some stream that forces them round, and these force other wheels to move.

HOW THE MILL GRINDS CORN.

LESSON XXVI.



In both kinds of mills there are stones which turn when the winds blow, or the wa-ter runs, and give mo-tion to the sails or wheels. The corn to be ground is put in the hop-per, and falls down to the stones. It gets be-tween the stones, and, as the top one moves round, is crush-ed or ground be-tween them, and forms what is call-ed meal. This is then sift-ed through fine cloths, and be-comes flour.

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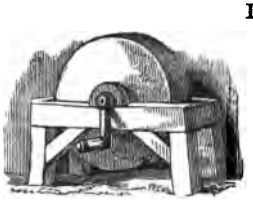
THE PUMP AND ITS USE.

LESSON XXVII.

The use of the pump is to get wa-ter from a well, in-stead of the buck-et and wheel. It is more easy to get wa-ter from a well by the pump than by a buck-et. The pump has a pipe of lead to it, which goes down to the bot-tom of the well, where the wa-ter is. The pump has a bar-rel, and in it are two suck-ers. When the handle of the pump is first moved, the air is ta-ken from be-tween the suck-ers, and the wa-ter ru-shes in to fill the emp-ty space, gets through the valve in the up-per suck-er, and then is pump-ed out at the spout.

THE GRINDSTONE AND ITS USE.

LESSON XXVIII.



The grind-stone is used to sharp-en va-ri-ous tools with, that they may cut easily, Swords are made sharp to cut off mens' heads and legs and arms with. Axes are made sharp to cut trees down with. Chis-els are made sharp to cut out mor-ti-ces in wood. Scythes are made sharp to cut grass with. Sickles are made sharp to cut corn with. Knives are made sharp to cut meat with; and boys are made sharp by keep-ing their noses to the grind-stone of a good school.

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MUSICAL INSTRUMENTS.

LESSON XXIX.

The drum is made of wood, and parchment, and cat-gut. The sides are made of wood or metal. The top and bot-tom are made of parch-ment stretch-ed tight-ly a-cross.

Horns and trum-pets are made of brass. Some horns are made from the horns of the ram or bull. The trumpet is blown by the breath.

The cym-bals are play-ed by the hands, and are made of brass. The ser-pent is play-ed by the mouth, and the notes are made by the fin-gers on the sides.

A harp has ma-ny strings; it has a soft sound. It is made of fine wood. The strings are made of cat-gut and wire. Cat-gut is the twist-ed en-trails of the sheep. The harp is play-ed by the hands.

The fiddle is made of soft deal wood. The handle is made of hard wood. The bridge is made of black wood. The strings are made of cat-gut. It is play-ed with horse-hairs placed in a stick or bow.

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PLAYS AND SPORTS.

LESSON XXX.

Plays and sports are good for boys and girls when they have said their tasks at school. In cold wea-ther it is nice sport to play trap-bat-and-ball, to bowl a hoop, to play whip-top and peg-top, to fly a kite, and to hunt the stag. In fros-ty wea-ther boys and girls too should learn to skate. And in warm wea-ther boys should learn to swim. Skip-ping-rope, blind-man's-buff, hunt-the-slip-per, and bat-tle-door, are good games for girls. Tip-cat, hoc-key, hop-scotch and squirt-ing are bad games, as is bast-ing the bear. In all sports and games we should play fair-ly and keep our tem-per.

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MOTION AND REST.

LESSON XXXI.

Some things can-not move of them-selves, such as rocks, trees and houses, and are said to be at rest. But birds, beast, fish-es, in-sects and worms have mo-tion in them-selves, and they can fly in the air, swim in the wa-ter, walk and run on the earth, or creep through the soil. The air has mo-tion when the wind blows. Wa-ter has mo-tion when ri-vers run or the tide ebbs and flows. The leaves of trees are put in motion by the wind. The earth and moon move round the sun, and the moon moves round the earth.

LIMBS AND JOINTS.

LESSON XXXII.

All things that move have limbs and joints. These are the joints of a bird's wing, and they are ve-ry strong. I have ma-ny joints in my bo-dy. My limbs are my legs and arms. I have three joints in my arm, one at the shoulder, one at the el-bow, and one at the wrist. I have three joints in my leg, one at the hip, one at the knee, and one at the an-cle. Each of my fingers and each of my toes has three joints. I move my head and back by means of joints, and thus I can move ev-e-ry part of my bo-dy.

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BELLS AND THEIR USE.

LESSON XXXIII.

Bells are made of bell-me-tal, a mix-ture of cop-per and tin; the clap-per is made of iron. Bells are used in church-es. They ring when folks are mar-ri-ed; toll when they are dead. They chime when we should go to church; and the curfew tolls at eight o'clock.

THE ORGAN.

LESSON XXXIV.

An organ is heard in a church. It is built of wood and me-tal. Some of the pipes are made of me-tal, some of them are made of wood; those made of me-tal sound the high notes, those made of wood sound the low notes; the sounds of an or-gan are made by wind passing through the pipes. The out-side pipes of an or-gan are gilt, but these are on-ly for show. The wind of an organ is pro-du-ced by a pair of large bel-lows placed at the back of it, while a boy blows them. The play-er sits in front, and plays on the keys.

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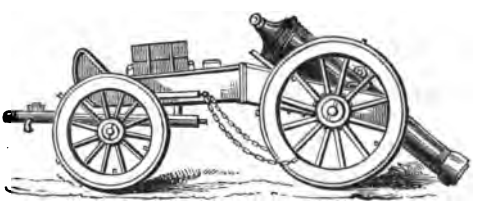
SWORDS, GUNS AND FLAGS.

LESSON XXXV.

Swords and spears are made of steel, to kill men with. Guns are made of brass and i-ron, to shoot men with. Great guns are call-ed can-non, they are load-ed with pow-der and shot. The pow-der is made of sul-phur, ni-tre and char-coal; the shots are bul-lets made of lead, or round shot made of i-ron. The great shot are fired from large guns with great mouths call-ed mor-tars, to sink ships with, and to knock down forts and cas-tles. The flags are to wave o-ver the dead men, when they are kill-ed for glory.

CANNONS.

LESSON XXXVI.



Can-nons are great guns, made to kill men with; they are used on board of ship and in the field of bat-tle. They have wheels, and horses drag them. Some are made of i-ron, and are cast in a mould. The hole for the pow-der and ball is bored by steam. The can-non makes a loud noise when it is fired off.

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NUMBER AND FORM.

LESSON XXXVII.

1, one; 2, two; 3, three; 4, four; 5, five; 6, six; 7, seven; 8, eight; 9, nine; 10, ten; 11, e-le-ven; 12, twelve; 20, twen-ty. A square has 4 e-qual sides; a tri-an-gle has 3 sides, and three an-gles or cor-ners; a cube is a so-lid bo-dy, and has 6 sides all e-qual; a brick has 6 sides, but they are not all e-qual; a cir-cle is round; an egg is o-val.

WEIGHT AND MEASURE.

LESSON XXXVIII.

Most things can be weigh-ed or mea-sur-ed. Some things are call-ed *hea-vy*, some are call-ed *light*. The air we breathe is light, but not so light as the gas in a bal-loon. Lead is hea-vy, but is not so hea-vy as gold. Wool, and cork, and fea-thers are call-ed light; stones and me-tals, such as i-ron, sil-ver, brass and tin, are hea-vy. We mea-sure things by inch, foot, yard, pole, fur-long, mile and de-gree. We weigh them by the grain, dram, ounce, pound, stone, hundred, and ton.

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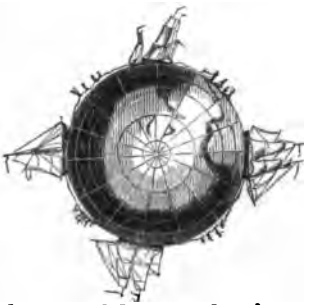
TIME.

LESSON XXXIX.



The EARTH goes round the sun once in a year. The moon goes round the earth once in a month. The earth turns round once in a day of 24 hours. There are 60 se-conds in a minute, and 60 minutes in an hour There are 4 weeks in a month, and 12 months in a year. Time is kept by clocks, watch-es and sun-dials.

MONEY.

LESSON XL.

The place where mo-ney is made is call-ed a mint. When mo-ney is made at a mint, it is said to be *coin-ed*, and mo-ney is call-ed COIN. The coins in use are the *so-ve-reign*, the half-so-ve-reign, the crown and half-crown, the flo-rin, the shil-ling, the six-pence, the groat, the pen-ny, the half-pen-ny and the farthing. The so-ve-reign is made of gold, crowns and shil-lings of sil-ver, and pence and half-pence of copper.

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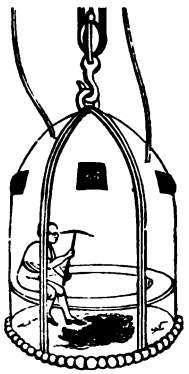
THE DIVING-BELL.

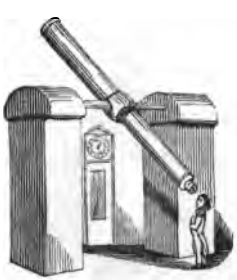
LESSON XLI.



The di-ving-bell is of great use. In it men can go down to the bot-tom of the sea and search for things that have been lost, and bring up parts of the wrecks of ships. The men in the di-ving-bell get fresh air sent down to them from a-bove by means of pipes, and when they want it, they knock on the sides of the bell with a hammer. If we take a glass tum-bler and put-ting the mouth of it o-ver the wa-ter, force it down to the bot-tom, there will still be some air in the glass. This shows the way the di-ving-bell acts.

THE TELESCOPE.

LESSON XLII.



The te-le-scope is to look at the stars with. We can see a great ma-ny stars with it, and al-so spots on the sun. The tube is made of brass; in-side the tube are pieces of glass, call-ed lenses. When we look at the moon through it, we can see hills and val-leys. We can see the pla-nets with it al-so. Some of them have moons. One has four moons; an-oth-er has six; and an-oth-er has seven; to give light to them when the sun does not shine.

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THE MICROSCOPE.

LESSON XLIII.

The mi-cros-cope makes ve-ry small things ap-pear ve-ry large. It is form-ed of glass lenses in a tube. By it an ant may be made to look as big as an ox, a cheese-mite as big as a sheep, and the sting of a bee as large as a po-ker, and the fi-nest cam-bric as coarse as a hop-sack. In a drop of wa-ter are a great ma-ny strange things.

THE COMPASS.

LESSON XLIV.

The mag-net or load-stone always points to the north. The COMPASS is used by sail-ors at sea. By it they can steer safe-ly in the dark-est night. The cut shows what is call-ed the card. By means of a mag-net be-low the card, which is loose on a pi-vot, the point mark-ed N al-ways points to the north. So that when a ship is far at sea, the sail-ors can al-ways tell which way the north lies. The com-pass is di-vi-ded in-to 32 points.

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THE SEASONS.

THE FOUR SEASONS.

There are Four Sea-sons in the year, SPRING, SUM-MER, AU-TUMN, and WIN-TER. SPRING begins on the 21st day of MARCH, SUM-MER begins on the 21st day of JUNE, AU-TUMN be-gins on the 23rd day of September, and WIN-TER on the 21st day of DE-CEM-BER. Spring is like in-fan-cy, Sum-mer is like Man-hood, Au-tumn is like the de-cline of life, and Win-ter is like old age. In the win-ter the part of the earth on which we live is turn-ed from the sun, and his rays fall a-slant up-on it, so that the days are short and cold. In sum-mer we are turn-ed to-wards the sun, and the days are hot and ve-ry long. In Spring and Au-tumn the days are of e-qual length, and it is not ve-ry hot or ve-ry cold.

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LESSON L.—SPRING.

1. In spring all na-ture seems to have a new birth. The buds burst into leaf. The bloom on the fruit trees appear. The haw-thorn bush is in blos-som. Dai-sies are seen in the mea-dows. They look like clus-ters of stars. The gnat ri-ses from its wa-tery grave, and flies high in the air.

2. Now the birds begin to sing. Soon they pair, build their nests, lay their eggs, and hatch them. Then the little birds are seen with open mouths, and the old birds bring them food. The ring-dove coos in the tall copse. The thrush and black-bird sing in the thick hedge. The cuckoo is heard in the woods. In-sects are now on the wing. Bees fly about. But the keen north-east wind some-times blows sharp and kills the birds, the insects, and the flowers. Yet God is very good, and all things upon the whole go on well.

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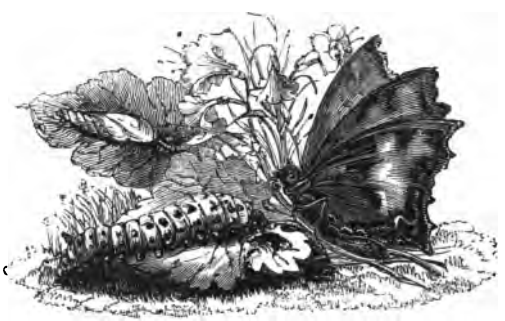
3. Bees sing their songs in the sun-shine. Worms come from their holes, and creep about. The warm rains fall in show-ers. Snails and slugs quit their win-ter quarters. Frogs croak. Lambs skip and frisk about on the banks and hil-locks, and all things are full of joy.

LESSON II.—SUMMER.



4. Now the sun rises early in the morn-ing. The days are long. But-ter-flies are seen, and moths ap-pear. The hor-net and dra-gon fly are seen in the hot sun-ny day time. Bees swarm; wasps look fierce and sting. Gnats dance in the even-ing sun. The days are hot and the nights warm. Cows wade in the cool stream. The roach, and dace, and trout, are caught by the an-gler. Corn and grass come in-to flower. Wasps make their nests in a hole on some warm bank, but at times on the branches of trees.

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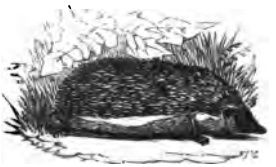
5. Now the swal-low flies about and brings food to its young. Her nest is under the eaves of houses, in crag pits, or in chim-neys. Owls now prowl about at night. Bats are seen in the twi-light. Thun-der is heard in the air. The light-ning flashes. Storms arise. The rain falls. The floods swell. The air is sul-try. The dog star ap-pears.



6. The glow-worm is seen in the hed-ges. The far-mer sows tur-nips and other seeds for win-ter crops. The wheat is in ear. Peas and beans are in flower. The grass is high in the mea-dows, and the mow-ers come with their scythes and cut it down to make hay. Now we see rows of hay-cocks in the fields. The fruit trees put forth the young green fruit, and young hedge-hogs run about, and snap up flies and bee-tles.

7. The lit-tle brooks are now dried up. The ground is parch-ed and cracks in ma-ny places. Boys bathe in the sea and rivers. Sheep shear-ers come and wash the sheep and lambs and cut off the wool from their backs. Flies swarm and cat-tle get in-to the shade and stand in pools and ri-vers. Tadpoles are turned into young frogs. Poultry moult or change their feathers.

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8. The crops are now ripe. The dead leaves of the chesnut begin tofall. The woods turn yel-low. Now the sports-man goes forth with his dog, and then is heard the bang of the cruel gun, and the poor birds fall dead or wound-ed in the stub-ble. The leaves fall to the earth. The days grow short, and all things seem to droop and fade.

9. The fruit of the or-chards now turn ripe. Apples, plums, dam-sons, and other kinds of fruit are ga-ther-ed. Squirrels ga-ther in their win-ter store. Children go a nut-ting in the woods, and pick black-ber-ries and wild sloes from the hed-ges. Hogs browse on a-corns in the woods, and deer seek the beech mast in the fo-rests. The hedge-hogs creep into holes, or roll them-selves up in leaves to guard against the win-ter's cold.

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10. The corn-fields are ready for the sic-kle, and now the reap-ers come and cut down the corn with their sick-les. The glean-ers fol-low and pick up the stray ears. The har-vest moon ap-pears. The corn is ga-ther-ed from the fields into the barn, and the far-mer makes mer-ry with his men at har-vest-home; and, if he is a good man, he will thank GOD for his good-ness to him.

LESSON IV.—WINTER.

11. The poor now feel the cold. The wind blows keen-ly. The broken pane is stuff-ed with rags or straw to keep out the bi-ting blast. The birds are tame. The rob-in comes to pick up crumbs at the door or win-dow sill. Poor chil-dren shiv-er round a scan-ty fire. Poor men are out of work, and have no-thing to eat if they did not lay by some-thing in the sum-mer. All is dim, and dark, and cold. Heart of man, when all is cold, thou shouldst have warmth,

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and feel for the poor, the young, and the old. Take com-fort to the poor man in his hut at the mer-ry Christmas time, and for Christ's sake do good.

12. The trees are now all bare of leaves. The clouds are dark in the moun-tains. The whirl-wind is heard on the heath, the storm on the sea shore. Now the poor sail-or, a-far off at sea, is dri-ven to and fro on the rock-ing bil-lows. The fierce north winds whis-tle through the rigg-ing. The sea beats over the ship. She strikes on a rock. The crew are lost in the sea foam, and the ship is broken up by the fury of the sea.

13. Ice now forms on the ponds, and boys skate and slide on them. Now the winds roar in the woods, the boughs creak and crush. Fogs arise. The snow falls, with sleet and hail. The frosts come and nip up the trees and shrubs. The ground is hard, and bare, and white and bleak. The song of the birds have ceased. The mole is a-sleep in his hole. The flocks and cat-tle come to their home-steads for shel-ter. The log crac-kles at the kitch-en fire, and young and old draw round it to spend a mer-ry Christ-mas, and wish each other a hap-py new year.

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THE HOLY BIBLE.

LESSON I.

1. The Bi-ble is the WORD of GOD. Ho-ly men wrote the Bi-ble. They spake and wrote as they were mo-ved by the HO-LY GHOST.

2. The Bi-ble tells how the world and all that is there-in was made. How our first pa-rents were cre-a-ted; how SIN came in-to the world, and DEATH by sin; and how the Lord Je-sus Christ came in-to the world to save sin-ners, and died for them a cru-el death on the cross.

3. The Bi-ble tells us to worship but ONE GOD, who is the true God, the Ma-ker of all things, the Fa-ther of all men. It re-veals that the LORD JE-SUS CHRIST, the on-ly Son of God, is one with the Fa-ther and the HO-LY GHOST, and that we must wor-ship the Lord God in spi-rit and in truth.

4. The Bi-ble teach-es us our *Du-ty to God.* We are taught to be-lieve in him, pray to him, to praise him, to fear him, and to love him, with all our heart, with all our soul, with all our strength, and with all our mind; to wor-ship him, to give him thanks, to put our whole trust in him, and to serve him tru-ly all the days of our life.

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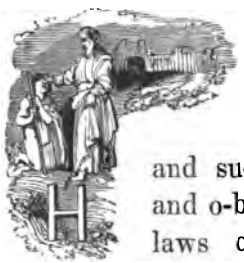

5. The Bi-ble tea-ches us our du-ty to man. It tells us to do un-to all men as we would they should do to us; to love, hon-our and suc-cour our pa-rents; to hon-our and o-bey the Queen, and to re-spect the laws of our coun-try. It con-demns those who will not work; all those who de-light in war and blood-shed, and those who buy and sell men as slaves.

6. The Bi-ble com-mands us to keep the sab-bath day ho-ly; not to take God's ho-ly name in vain; to do no mur-der; not to steal; not to bear false wit-ness, or to tell lies, or drink to excess. Not to co-vet oth-er men's goods. It ex-horts us to be so-ber, peace-ful, and con-tent with our lot, and to do our du-ty in that state of life un-to which it shall please God to call us.

7. We ought to read the BI-BLE, but we can-not read the Bi-ble a-right un-less the GRACE of God be gi-ven to us. To ob-tain this grace, we must pray to God, through JESUS CHRIST OUR LORD and SA-VI-OUR, who will o-pen our blind eyes and lead us to the TRUTH as it is in him, by the power of the HO-LY GHOST.

8. We ought to thank GOD that we can read the Bi-ble with-out fear. In some coun-tries the peo-ple are kept from the light of truth; but in ENG-LAND, all are taught to read and love the BI-BLE

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PRAISE AND PRAYER.

LESSON III.

1. Our du-ty is to praise God at all times. God made us and gave us life. He gives us the air we breathe, the sun-shine, and the light, the food we eat, the wa-ter we drink, and all that we en-joy.

2. God is good to us ev-e-ry day. In Him we live and move and have our be-ing. He is a-bout our bed and a-bout our path. He knows all our thoughts. It is he that keeps us from e vil, and that saves and de-fends us from hurt and dan-ger, and who saves all those that pray to Him, and put their trust in Him.

3. We should praise God as soon as we rise in the morning, for all the bless-ings of the night. It was He who thought of us when we were a-sleep, and could not think of Him. He kept us in the hours of dark-ness. He brought us to the light of day. Bless-ed be his ho-ly name.

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LESSON IV.

4. We should pray to God in the morn-ing. We should go down on our knees and beg of Him to guard us and keep us through the day. To save us from all evil, from wick-ed thoughts, from bad boys and girls, and from all things that would hurt body or soul.

5. We should praise God be-fore we go to bed at night; we should thank Him for all the bless-ings of the day, for life, for health, for peace of mind, for food and clothes, for a house to dwell in, for kind friends, and for all that we en-joy.

6. We should pray to God be-fore we go to bed at night. We should pray to Him to bless us, to guard us, and watch over us while we are a-sleep. We should pray for our pa-rents, bro-thers, sis-ters, and friends. We should think of those that are sick, and pray for them. We should pray for those that do us wrong, and beg of God to turn their hearts.

LESSON V.

THE LORD'S PRAYER,

OUR FATHER, which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done, in earth as it is in heaven.

Give us this day our daily bread, and forgive us our trespasses as we forgive them that trespass against us.

And lead us not into temptation, but deliver us from evil, for thine is the kingdom, the power and the glory, for ever and ever. AMEN.

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SECTION I.—RELIGIOUS LESSONS.

LESSON I.

"PITY, LORD, A LITTLE CHILD."

Pity, Lord, a lit-tle child,
Ve-ry thought-less, ve-ry wild,
Full of fol-ly, full of sin,
Full of e-vil thoughts with-in.
Pity, Lord, a lit-tle child.

Pity my sad help-less-ness,
Dai-ly dan-ger and dis-tress,
In my trou-bles, in my fears,
In my of-ten flow-ing tears.
Pity, Lord, a lit-tle child.

Like an err-ing lamb, I stray,
Of-ten from the fold a-way,
E-vil, like a wolf, is by,
Not to harm if thou art nigh.
Pity, Lord, a lit-tle child.

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LESSON II.

Lend thy hand and lead me still,
From the thorny paths of ill,
In thy pres-ence let me move,
Meek and gen-tle as a dove.
Pity, Lord, a lit-tle child.

Though no eye can look on thee,
Yet my do-ings *thou* canst see;
Teach me in thy ho-ly sight,
Ever-more to walk a-right.
Pity, Lord, a lit-tle child.

Guide me in my gid-dy youth,
To the paths of love and truth;
Watch a-bove me night and day,
Teach my in-fant lips to pray.
Pity, Lord, a lit-tle child.

W. MARTIN.

LESSON III.

GOD CARETH FOR ME.

Although I am a little child,
Ve-ry thought-less, ve-ry wild,
God cares for me, night and day,
And he hears me when I pray.

His arm is, like a fa-ther's, thrown
A-round to clasp me as his own;
He soothes and calms me in my fears,
And com-forts me in grief and tears.

If on the sad, sick, bed I lie,
He knows and an-swers still my cry;
And when I sigh to him in pain,
'Tis he can make me well a-gain.

Then let me love and thank him still,
And seek to know and do his will,
That when I die, he still may be,
The Fa-ther kind that cares for me.

W. MARTIN.

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LESSON IV.

For a Child who has Sinned.

For-give me, Lord, for I have sin-ned
Be-fore thy face;
And give me in thy mer-cy, Lord,
Re-pent-ant grace.
This fault of mine is griev-ous, Lord,
Hate-ful to Thee;
O! make it like some rep-tile thing,
Loath-some to me.

For-give me, Lord, and teach my heart
To sin no more.
Cleanse it and probe it tho-rough-ly,
Un-to its core.
Oh! let my tears, as fast they fall,
An of-fer-ing be;
And ere I lay me down to sleep,
Bring me to Thee.

W. Martin.

LESSON V.

God's Glory and Mercy.

What glo-ry hath our Lord and King,
Who dwells in hea-ven a-bove,
And ga-thers us be-neath his wing
Of mer-cy and of love.

The sun, in all his pomp of light,
To him is but a shade;
The star-ry bril-li-ance of the night,
Be-fore his face would fade.

The love-ly buds and glow-ing flow-ers,
In all their bright array,
Are no-thing to the good he show-ers
Up-on us day by day.

His glo-ry shines on all a-round,
Yet on the heart with-in,
His mer-cy and his love a-bound,
Dis-pel-ling guilt and sin.

O! let us for that mer-cy pray,
And it will then be giv-en,
To light us through our ear-ly way,
Un-to our home in hea-ven.

W. Martin.

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LESSON VI.

A Saviour's Love.

He took them in his arms to bless,
And on them sweet-ly smiled;
And so the Lord will still ca-ress,
And love each lit-tle child.

And though, like lambs, they of-ten stray,
A-mid the world's a-larms,
He calls them to him day by day,
To fold them in his arms.

O! let me to my Sa-vi-our turn,
And pray to him for grace,
That I may now in youth dis-cern,
The bright-ness of his face.

And e-ver-more still feel him near,
And to him fond-ly cling,
And won by love, have still the fear,
To do an e-vil thing. W. Martin.

LESSON VII.

Lord, Teach a Little Child to Pray.

"Lord, teach a lit-tle child to pray,
Thy grace to me im-part,
And grant the ho-ly spi-rit may
Re-new my in-fant heart."*

I know my breast is ve-ry full
Of darkness and of sin;
But thou canst clear its gloom a-way,
By shed-ding "light within."

O! teach me, Lord, in love to call
Thee "Fa-ther," and to feel
My-self thy child in faith and trust,
As at thy feet I kneel.

At morn-ing and at e-ven-ing time,
O! let me ask of thee,
And, for the sake of Je-sus, show
Thy mer-cy un-to me. W. Martin.

* The first verse of this poem is well known, the three succeeding ones are original.

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LESSON VIII.

Early will I Seek Thee.

I'll seek thee, Lord, in ear-ly days,
And ask of thee, in pray-er,
To guide me through life's drea-ry ways,
Of sor-row and of care.

I'll seek thee when my heart is glad,
My plea-sures all to bless;
And when my spi-rit grow-eth sad,
Will still thy love con-fess.

I'll seek thee as I pass a-long
The fields in lei-sure hours,
And of-fer up my heart in song,
A-mong the fruits and flow-ers.

I'll seek thee in thy house of pray-er,
Each hap-py sab-bath day;
And in thy sa-cred pre-sence, there
Be-fore thee kneel and pray. W. Martin.

LESSON IX.

Brotherly Love.

"God is love, and loves to see
A lit-tle fa-mi-ly a-gree;
For love and kind-ness please him more,
Than if we gave him all our store."*

God's an-gels sing-ing praise a-bove,
Each oth-er ve-ry dear-ly love;
And lov-ing chil-dren seem to show,
Like lit-tle an-gels here be-low.

At home, a-broad, at play, or school,
Kind-ness and love should be the rule;
For love will best our souls pre-pare,
For that bright land where an-gels are.

May love, then, be our con-stant guide,
To play-mates, friends, and all be-side;
And love to God be best made known,
By love un-to each oth-er shown.

W. Martin.

* The first verse of this poem is well known, the others that follow have been re-written, for obvious reasons.

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LESSON X.

Obedience.

O! that it were my chief de-light
To do the things I ought;
Then let me try, with all my might,
To mind what I am taught.

What-e-ver I am told to do,
I'll cheer-ful-ly o-bey;
Nor will I mind it much, al-though
I leave a pret-ty play.

When I am bid, I'll free-ly bring
What-e-ver I have got;
And ne-ver touch a pret-ty thing,
If mo-ther bids me not.

When she per-mits me, I may tell
A-bout my lit-tle toys;
But if she's bu-sy, or un-well,
I must not make a noise.

And when I learn my hymns to say,
And work, and read, and spell,
I will not think a-bout my play,
But try and do it well.

For God looks down from hea-ven on high,
Our ac-tions to be-hold,
And he is pleas-ed when chil-dren try
To do as they are told. J. Taylor.

LESSON XI.

Duty.

To do to oth-ers as I would
That they should do to me,
Is to be ho-nest, just, and good,
As chil-dren ought to be.

By this good rule I well may go,
Nor be un-cer-tain long,
In ev-e-ry-thing I have to do,
If I be right or wrong.

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I may not in my an-ger strike
The cruel spite-ful blow,
Because I know I should not like
Oth-ers to serve me so.

It would be ve-ry wrong to steal
The small-est thing I see,
Be-cause the e-vil I should feel
If others stole from me.

May God my youth-ful ef-forts bless,
At play, at home, at school,
That I may not by sin trans-gress
My Sa-viour's gol-den rule.*

W. MARTIN.

LESSON XII.

LITTLE FAULTS.

Lit-tle faults are lit-tle seeds,
Sown to spring in bit-ter weeds;
Lit-tle chil-dren then should mind
What they dai-ly say or do,
Lest in af-ter years they find,
Lit-tle faults great woe.

See the wide and roar-ing flood,
Tear-ing up bush, bank, and wood,
Sweep-ing down the lof-ty hill,
In its course so fierce and wild;
That was once an in-fant rill,
Like a lit-tle child.

But it soon grew great and strong,
Like a gi-ant strode a-long,
Spread-ing ru-in in its rage.
So do lit-tle faults be-gin,
Small at first, but with our age,
Ter-ri-ble in sin.

W. MARTIN.

* The first lines of this poem has been altered, and the others are re-written.

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MISCELLANEOUS POEMS.

LESSON I.

Love.

Close to its breast, in its dow-ny nest,
The bird clasps those that she loves best;
Close to your heart, in its dear-est part,
Moth-er, by you I am of-ten prest.

I've of-ten heard, that beast and bird,
Will die for those that they love best,
And mo-ther for me, in her love will be,
Fond as the bird in its dow-ny nest.

LESSON II.

The Mill.

When the wind blows, then the mill goes,
And the mil-ler's heart is mer-ry;
When the wind drops, then the mill stops,
Yet is not tired or wea-ry.

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The grain is thrown to its heart of stone,
And falls a gol-den show-er;
From night till morn it grinds our corn,
And turns it in-to flour.

LESSON III.

The Ship.

Borne by the breeze, o-ver the seas,
The ship sails hi-ther and thi-ther,
From shore to shore, the wide earth o'er,
In fair or stor-my wea-ther.

From port to port she makes re-sort,
With ma-ny na-tions tra-ding,
And then comes back on her home-ward tack,
With stores of rich-es la-den.

LESSON IV.

The Plough.

Track-ing the plough, the corn we sow,
A-mid the fur-roughs brown,
The weeds may grow, but the ground we hoe,
And cut them bold-ly down.

The bee shall hum and the sum-mer come,
And the blade shall grow the more;
While un-der the dome of our har-vest home,
We will ga-ther in joy our store.

LESSON V.

The Balloon.

Towards the moon, the huge bal-loon,
Tri-um-phant-ly will rise,
Out bal-last throws, and up she goes,
Till lost a-mid the skies,

She's now but a speck, take care of your neck,
Vain man that mounts so free,
For ma-ny a one, at this bold fun,
Drops plump in-to the sea.

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LESSON VI.

Steam.

With a puff and a cough, the train is off,
And we fly be-fore the wind,
Swift as a steed, in its ut-most speed,
We leave our friends be-hind.

Now for a wheeze, now for a sneeze,
Now for a loud whieu, whieu!
At a mi-nute a mile, in a lit-tle while,
We've tra-vel-led a coun-ty through.

NOISY TRADES.

LESSON VII.

The Blacksmith.

The Black-smith goes, bang, wang!
And sparks fly from the spot,
He blows the bel-lows with a roar,
And strikes the iron hot.
Bang, wang! bang, wang!
Strike the i-ron hot.

LESSON VIII.

The Tinker.

The Tin-ker goes, tink, tank!
A-bout the coun-ty town,
And pots and ket-tles calls to mend,
While roam-ing up and down.
Tink, tank! tink, tank!
Round a-bout the town.

LESSON IX.

The Brazier.

The Bra-zier goes, clang! clang!
And beats the cop-per round,
While pas-sen-gers will stop their ears,
To dull the noisy sound.
Clang! clang! clang! clang!
'Tis a wor-king sound.

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LESSON X.

The Pavior.

The Pa-vior goes, heugh ! heugh !
  Which seems al-most like groans ;
He lifts his huge tall ram-mer up,
  And down he rams the stones.
    Heugh ! heugh ! heugh !
      Ne-ver mind the groans.

LESSON XI.

The Cobbler.

The cob-bler goes, click ! clack !
  The stone up-on his lap,
He beats his lea-ther ve-ry hard,
  With ma-ny a good rap,
    Click, clack ! click, clack !
      Give it a good rap.

LESSON XII.

The Woodman.

The wood-man goes, hick ! hack !
  And chops a-bout the tree,
'Till, like a dead man, down it falls,
  A sor-ry sight to see.

LESSON XIII.

The Ploughman.

The plough-man says, ge wo !
  And ploughs the fields at morn,
The seed then to the ground is thrown,
  And joy-ful springs the corn.

LESSON XIV.

The Sailor.

The sai-lor cries, yo ! yo !
  And up the an-chor flies,
And off the gal-lant ves-sel goes,
  Though storms and tem-pests rise,
    Yo ! yo ! yo ! yo !
      Let the tem-pest rise.
Pray for the jol-ly tar,
  When cru-el winds do blow,
And think up-on him when a-far,
  He sings his yo, heave, yo !

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LESSON XV.

The Good Natured Ant.

A little black Ant found a large grain of wheat
Too heavy to lift or to roll;
So he begg'd of a neighbour he happen'd to meet,
To help it down into his hole.

"I've got my own work to see after," said he,
"You must shift for yourself, if you please;"
So he crawl'd off, as selfish and cross as could be,
And lay down to sleep at his ease.

Just then a black brother was passing the road,
And seeing his neighbour in want,
Came up and assisted him in with his load,
For he was a good-natured Ant.

Let all, whom this story may happen to hear,
Endeavour to profit by it;
For often it happens that children appear
As cross as the Ant every bit.

And the good-natured Ant, who assisted his brother,
May teach those who choose to be taught,
That if little insects are kind to each other,
All children most certainly ought. J. Taylor.

LESSON XVI.

To the Robin.

Dear little Robin, with bosom so red,
Come hither and share in my morsel of bread;
All around you the snows in their thick masses lie,
And cold blows the wind, and all black looks the sky.

I know that the roses are wither'd and gone,
I know thou art friendless, I know thou art lone,
I have but a little, but still I can spare
Some crumbs for my dear little Robin to share.

I love you, dear Robin, because you extend
Your wings to my dwelling, and think me a friend;
Thou hast faith in my love, and my love shall be thine,
Till the spring and the summer shall merrily shine.

Then come to my window and come to my heart,
I'll take my meal cheerful, and give thee a part,
And to hear thy sweet pipings of gladness will be,
In the dark hours of winter, sweet music to me.

W. Martin

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ADDRESS TO THE PUBLIC.

THE business of Modern Education, notwithstanding the attention which has been given to it of late years, may still be described as an art by which the Teacher is taught to supersede, on the part of the Pupil, any necessity for reflection; the latter, in too many cases, is taught *words* and not *things*, and crammed with epitomes and abstracts, addressed exclusively to the MEMORY, while the faculties of *Observation*, *Comparison*, and *Judgment* are left almost entirely without cultivation—a mode of procedure both unnatural and unphilosophical.

This great defect in Education is, however, not so much to be attributed to the SCHOLASTIC PROFESSION, as to the ELEMENTARY WORKS which have for some years been almost the only vehicles of Scholastic or family instruction in this country; these have generally assumed that form (the Catechetical) by which many words may be gained, without the trouble of thinking about *the meaning*; and a parrot-like proficiency acquired, with an amazing deficiency of idea, and but little development of mind.

By this false system of instruction, which is vastly different to real Education, the Tutor merely goes through *a form* of ascertaining whether a given task has been performed or not; he has no internal basis for his questions, nor the child any for his answers; but as learning by heart that which is put before them is assumed to be a proper discipline for young children, and as the making of one set of phrases suggest another to the verbal memory is easier than forming one idea out of others in the mind, the catechetical form of instruction has been preferred by those who are content with teaching the shadow instead of the substance of knowledge; and thus we have the φιλολογοι, the word-men, and not the λογοφιλοι, the reason-men, of Zeno perpetuated among us. Instruction has degenerated into a hollow pedantic form; and the same empiricism which once reigned supreme in the dominions of Chemistry, Astronomy, and Medicine, still retains possession of the vast fields of Education.

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Religious Poetry.—Pity, Lord, a Little Child. God Careth for Me. For a Child who has Sinned. God's Glory and Mercy. The Saviour's Love. Lord, Teach a Little Child to Pray. Early will I Seek Thee. Brotherly Love. Obedience. Duty. Little Faults. Love to Mother.

Moral and Descriptive Poetry.—The Mill. The Ship. The Plough. The Balloon. Steam. The Blacksmith. The Tinker. The Brazier. The Pavior. The Cobbler. The Woodman. The Ploughman. The Sailor. The Good Natured Ant. The Robin.

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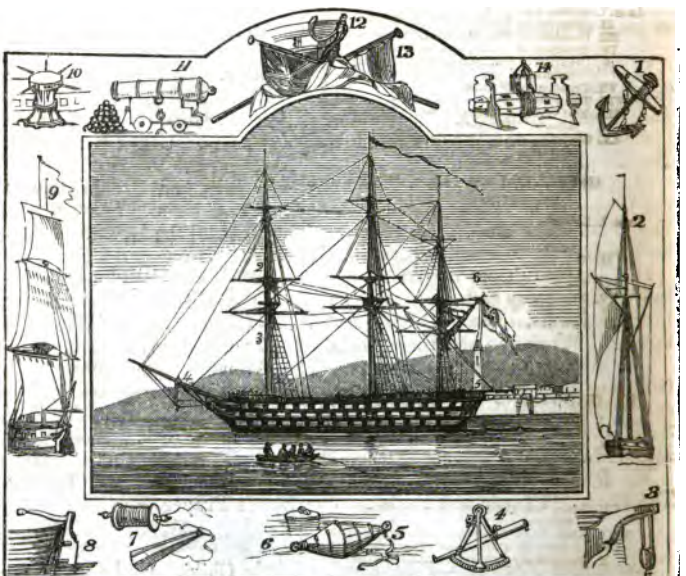

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TABLE OF CONTENTS.

The subject matter of this Work is arranged in Six Principal Divisions, each of which forms a Progressive Step in Language and Idea, as well as in Type, RELIGIOUS AND MORAL LESSONS *form the First Part of Each Division, and the* INTELLECTUAL LESSONS *follow consecutively.*

FIRST DIVISION.

RELIGIOUS AND MORAL LESSONS.

Chiefly from the Old Testament.

Page

Less. I. Creation of Light - - - 3
II. Creation of Earth, Sea, and Plants - 4
III. Creation of Sun, Moon, and Stars - 5
IV. Creation of Fish, Fowl, and Beasts - 6
V. Creation of Man and Institution of the Sabbath - - - 7
VI. Creation of Woman - - - 8
VII. The Fall of Man - - - 9
VIII. Man Saved by Jesus Christ. (Original Lesson. The Author) - - 10
IX. Christ's Love to Little Children. (The Author) - - - - 12

INTELLECTUAL LESSONS.

Original, by the Author.

Less. I. Lessons on Number, Form, Colour, Weight, Measure, and the Qualities of Bodies - - - 14
II. The Ship: Schooners, Brigs, Sloops, Barges, Junks, and Steamers - 16
III. Work Good for All - - - 19
IV. How Beavers Work - - - 20
V. How Bees Work - - - 21
VI. How Spiders Work - - - 23

SECOND DIVISION.

RELIGIOUS AND MORAL LESSONS.

Less. I. Early Piety. (Holy Scriptures) - 25
II. Brotherly Love. (The Author) - 27
III. Duty to Parents. (Ibid) - - 28
IV. Family Union. (Old Fable Re-written) 29
V. The Value of Truth (Franklin) - 30
VI. Do not Deceive even a Brute. (Mrs. Marcet) - - - - 31
VII. Liars not Believed. (Old Fable Re-written) - - - - 32
VIII. Keep Good Company. (Re-written) 33
IX. Idleness is Dangerous. (Re-written) 34
X. Natural Appearances. (The Author) 35

INTELLECTUAL LESSONS.

Original, by the Author.

Less. I. The Farm and Farmer's Tools - 37
II. What is done in the Farm - - 39
III. Animals Used in the Farm - - 41
IV. The Dairy: Milk, Cheese, and Butter 43
V. How the Land is Farmed. Draining and Manuring - - - 44
VI. Ploughing, Rolling, Harrowing, and Sowing - - - - 45
VII. Seed, Weeding, Reaping, and Thrashing - - - - 46
VIII. Plants Grown by the Farmer - - 47
IX. Sheep and Lambs - - - 49
X. The Hog - - - - 51
XI. The Poultry - - - - 53
XII. Kindness to Animals - - - 55

THIRD DIVISION.

RELIGIOUS AND MORAL LESSONS.

Teachings from Nature. Original, by the Author.

Page

Less. I. Birds and their Young - - 57
II. Flowers and their Teaching - - 58
III. Trees and their Teaching - - 60
IV. Counsel for the Careless - - - 61
V. Playing with Fire - - - 62
VI. Boys at Play. (Ibid) - - - 63
VII. Fair Play the Best Play - - 64
VIII The Idle Boy. (Ibid) - - - 65
IX. Mischief. (Ibid) - - - - 66
X. No one should be Idle. (Old Fable Re-written) - - - - 68
XI. Industry and Idleness. (Dr. Perceval —Re-written) - - - 69
XII The Effect of Idleness. (Ibid) - 71

INTELLECTUAL LESSONS.

Original, by the Author.

Less. I. Of Houses and Dwellings - - 73
II. Parts of a House - - - 74
III. Taking a House - - - 76
IV. The Building of the House - - 78
V. Building Materials - - - 80
VI. What the Smith does - - - 82
VII. Tools of the Smith - - - 83
VIII. Metals used by the Smith - - 84
IX. Something about Travelling - - 85
X. Canals and Locks - - - 87
XI. Something about the Horse - - 89
XII. Various Breeds of Horses - - 91
XIII. Fishing in the Sea - - - 93
XIV. How Whales are Caught - - 94

FOURTH DIVISION.

RELIGIOUS AND MORAL LESSONS.

Introductory, from the Old Testament.

Less. I. The Giving of the Law. (Holy Scriptures) - - - - - 97
II. The Ten Commandments. (Ibid) - 98
III. What Jesus Christ Taught. (Original Lesson, by the Author) - - 100
IV. The Lord's Prayer - - - 102
V. Explanation of the Lord's Prayer (Original Lesson by the Author) - 103
VI. Ibid - - - - - 105
VII. Resignation to the Divine Will. (From the Hebrew) - - - - 107
VIII. How to Observe - - - - 109
IX. The Dervise and the Camel. (Anonymous) - - - - 111
X. The Power of Conscience. (Ibid) - 113
XI. The Recompense. (Ibid) - - 114
XII. Faithfulness. (Ibid) - - - 115
XIII. Honesty the Best Policy. (Original Lesson) - - - - 117
XIV. The Reward of Honesty. (Ibid) - 118
XV. The Gunpowder Harvest. (American Stories) - - - - 119
XVI. Continued - - - - 120
XVII. The Courageous Boy. (Anon.) Ib.
XVIII The Effects of Carelessness. (Cobbet) 122

TABLE OF CONTENTS.

TEACHINGS FROM NATURE.

		Page
Less. I.	Night. (Original, by the Author)	- 124
II.	The Glowworm. (Ibid)	- 125
III.	A Drop of Dew. (Ibid)	- 126
IV.	The Dog. (Ibid)	- 128
V.	A Storm at Sea. (Ibid)	- 131

INTELLECTUAL LESSONS.

Original, by the Author.

Less. I. Cities, Towns, and Villages The Church. The Town Hall. The Prison. The Inn, the Market, and the School - - - - 134
II. Officers in a Town:—The Mayor—The Aldermen—The Town Clerk—The Town Crier—The Postman—The Constable—The Scavenger - 136
III. The Mine. Working of the Mine. Coals and Coal Mines - - 138
IV. The Elephant - - - 141
V. The Way Elephants are Captured - 143
VI. The Reindeer - - - - 145
VII. The Laplanders - - - 146
VIII. The Camel - - - - 148

FIFTH DIVISION.

RELIGIOUS AND MORAL LESSONS.

From the New Testament.

Introductory Lesson - - - 163
Less. I. He Feeds the Multitudes - - 164
II. Jesus Heals the Man with a Withered Hand - - - - - ib.
III. Jesus Heals the Nobleman's Son - 165
IV. Jesus Cures the Leper - - - ib.
V. Jesus Gives Sight to the Blind - 166
VI. Jesus Makes the Dumb to Speak - ib
VII. Jesus Raiseth the Daughter of Jairus 167
VIII. Jesus Cures a Man of the Palsy - 168
IX. Jesus Raiseth the Widow's Son - 169
X. Jesus Raiseth Lazarus - - ib.

INTELLECTUAL LESSONS.

Original, by the Author.

THE NATIONAL INDUSTRY.

Less. I. Pottery and Porcelain - - - 151
II. Glass Making - - - - 155
III. Linen, Woollen, Silk, and Paper Manufactures - - - - 157
IV. Printing - - - - - 161
V. Distillation, Manufacture of Iron. Paper, Soap, Starch, Vinegar, Leather, Hats, Pins, Needles, India Rubber, Glue, Ink, Pens and Candles, also castings in Metal, Letter Casting, Stereotyping, Coining, and the Founding of Statues, Bells, and Cannon - - - - 171

ENGINES MACHINES & INVENTIONS.

The Steam Engine - - - - 176
The Diving Bell - - - - - 177
The Air Balloon - - - - - 178
The Microscope - - - - - ib.
The Telescope - - - - - 179
The Daguerreotype - - - - ib.
Electrifying Machine - - - - 180
Electrotype - - - - - ib.
The Barometer - - - - - 181
The Thermometer - - - - - ib.

USEFUL PRODUCTS OF THE MINERAL, VEGETABLE, & ANIMAL KINGDOMS.

MINERAL KINGDOM

Page

Less. I. Iron, Copper, Tin, Lead, Gold, Silver, Platinum, Arsenic, Mercury, Salt, Soda and Potash, Lime, Sulphur, Alum, Plumbago, The Magnet, &c. 183

VEGETABLE KINGDOM.

II. Fruits, Trees, &c.—The Bread Fruit Tree, the Bamboo, the Palm Tree, the Olive, the Sugar Maple, the Fig Tree, Fruits, the Vine, Tea, Sugar, Coffee, Cocoa and Chocolate, Spices, Tobacco, Cork, Balm of Gilead, Hemp and Flax, Cotton, Medicines, Papyrus, Amber, Aloes, India Rubber - - - - - 184

ANIMAL KINGDOM.

III. Wool, Silk, Silken Fabrics, Furs, the Martin, the Chinchilla, Leather Parchment, Glue, Spermaceti, Horn, Ivory, Tortoiseshell, Sponge, Ambergrease, Coral, Pearl - - 189

NATURAL PHENOMENA.

Light, Air, Water, Heat, Cold, Rain, Hail, Snow, Dew, Fogs, Mist, Thunder, Lightning, the Rainbow - - - 191

SIXTH DIVISION.

POETRY.

SECTION I.—RELIGIOUS POETRY.

Original, by the Author.

Less. I. A Child's Morning Hymn - - 194
II. A Child's Evening Hymn - - 195
III. Although but Young in Years - 196
IV. All around is Love and Blessing - 197
V. Days of Youth - - - 198
VI. The Book of God's Goodness - 199
VII. Lighten our Darkness - - ib.
VIII. Prayer - - - - 200
IX. Thy Kingdom Come - - - 201
X. Remember Thy Creator - - 202
XI. Thanks for being Born in a Land of Freedom - - - - 203

SECTION II.—MISCELLANEOUS POETRY.

The Eagle. The Martin. The Sparrow. The Lark. The Owl. The Jackdaw. The Rooks. The Parrot 204
The Merry Birds are Singing (William Martin) 205
Let's Get Up in the Morning - (Ibid) 207
Come into the Meadows - (Ibid) 208
Spring - - - - (Ibid) 209
Summer - - - - (Ibid) 210
Autumn - - - - (Ibid) 211
Winter - - - - (Ibid) 212
Hymn to the Seasons - - (Ibid) 213
Be Busy - - - (Ibid) 214
The Lamb - - - (Ibid) 215
Cheerfulness - - - (Ibid) 216
The Old Oak Tree - - (Ibid) 217
Labor, Labor, Honest Labor - (Ibid) ib.
Let us Do all the Good that we Can (Ibid) 218
The Straightforward Way - (Ibid) 219
The Altar Hearth - - (Ibid) 220
Hope on, Hope ever - - (Ibid) 221
The Toy of the Giant's Child. (Prince Albert) ib.
The Olive - - - (W. Martin) 223
Come, Children, to the Greenwood (Ibid) 224
The British Constitution - (Ibid) 225
Liberty - - - - (Ibid) 226
Old Christmas - - - (Ibid) 227
God Bless the Queen of England (Ibid) 228

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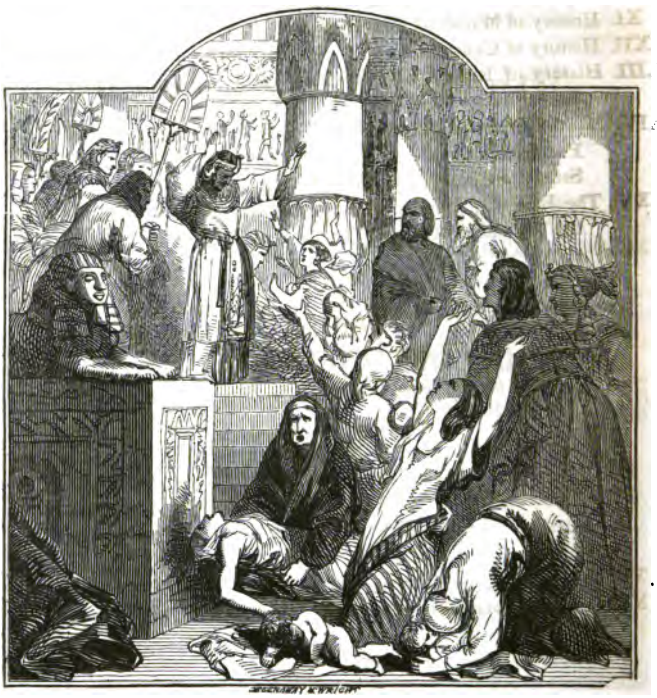

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